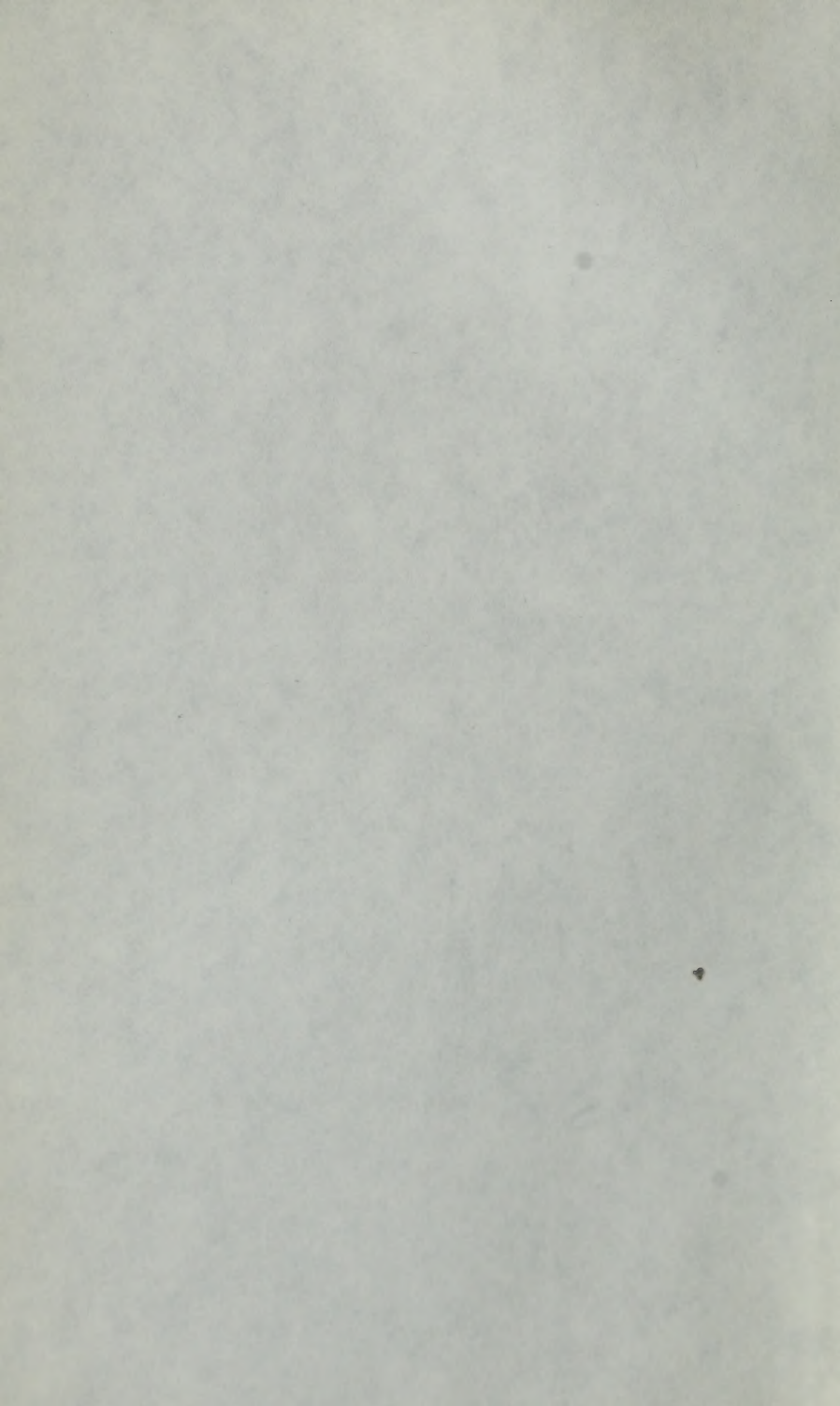


Digitized by the Internet Archive  
in 2012 with funding from  
University of Illinois Urbana-Champaign



2as  
106

*Thomas Arthur Clark*

A. M. D. G.

# THE CREIGHTON UNIVERSITY CATALOGUE

THE LIBRARY  
OF THE  
UNIVERSITY OF ILLINOIS

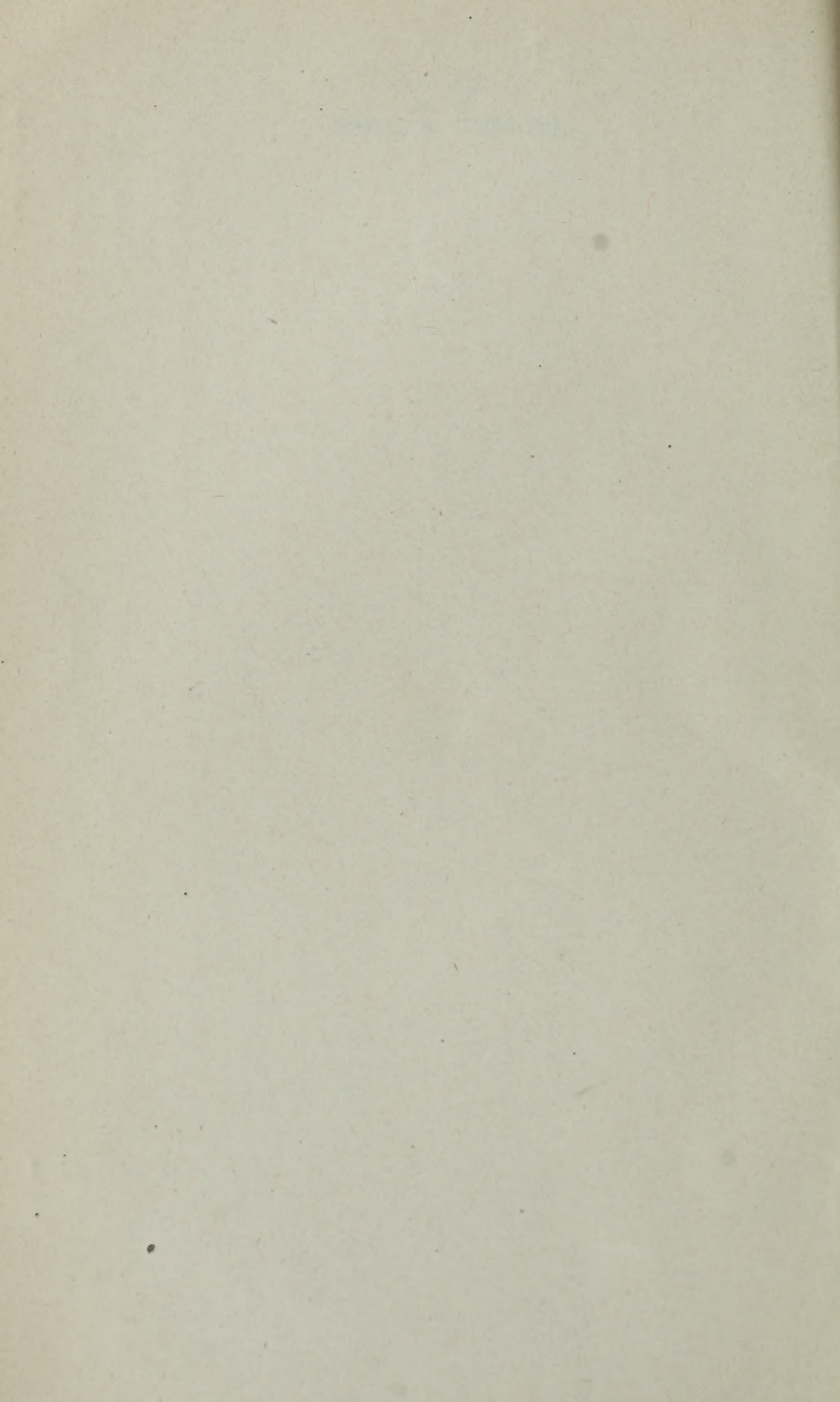
OF THE  
COLLEGE OF LIBERAL ARTS.

OMAHA, NEBRASKA.

1905-1906.







(wtg: 1906/07, 1908/09,  
1910/11)

LIBRARY  
OF THE  
UNIVERSITY of ILLINOIS.

# THE CREIGHTON UNIVERSITY

1905 - 1906



## BOARD OF TRUSTEES:

REV. M. P. DOWLING, S. J., : President and Treasurer

REV. M. J. RYAN, S. J., : : : : Secretary

REV. M. J. O'CONNOR, S. J., : : : : Chancellor

REV. M. M. BRONSGEEST, S. J.

REV. M. I. STRITCH, S. J.

1905-06

# THE CREIGHTON UNIVERSITY

FOUNDED 1878

Incorporated as a University under Act of the Legislature of the  
State of Nebraska, August 14, 1879

---

## THE CREIGHTON COLLEGE

FOUNDED AND ENDOWED 1875

Converted by Deed of Trust to the Creighton University December 4, 1879

COLLEGE OF LIBERAL ARTS

DEPARTMENT OF SCIENCE AND MATHEMATICS

THE OBSERVATORY

THE ACADEMY

---

## THE JOHN A. CREIGHTON MEDICAL COLLEGE

FOUNDED MAY 30, 1892

---

## THE CREIGHTON UNIVERSITY COLLEGE OF LAW

FOUNDED OCTOBER 3, 1904

---

## THE CREIGHTON UNIVERSITY DENTAL COLLEGE

FOUNDED JULY 15, 1905

---

## THE CREIGHTON COLLEGE OF PHARMACY

FOUNDED SEPTEMBER 1, 1905

862-12  
05706-  
14/15

# THE CREIGHTON COLLEGE.

## FREE SCHOOL OF ARTS AND SCIENCES.

---

**T**HE history of this College may be briefly outlined as follows: Mr. Edward Creighton, after whom the College is named, had proposed in life to form a **Free** Institution of learning, but died intestate on his project. His wife, Mrs. Mary Lucretia Creighton, inheriting both his fortune and his noble purpose, determined to carry out her husband's wish, but did not live to behold its realization. Her death occurred on January 23rd, 1876. In her last will and testament, dated September 23rd, 1875, she made among other bequests the following:

*"Item: I will and bequeath unto my said executors the further sum of one hundred thousand dollars to be by them received, held, kept, invested and reinvested in like manner, but upon the trusts expressed and declared of and concerning the same, that is to say, to purchase the site for a school in the city of Omaha, or within . . . miles thereof and erect proper buildings thereon for a school of the class and grade of a College, expending in the purchase of said site and the building of said buildings, and in and about the same, not to exceed one-half of said sum, and to invest the remainder in securities, the interest of which shall be applied to the support and maintenance; and the principal shall be kept forever inviolate. When said buildings shall be ready for occupancy for such school, the said executors shall convey all of said property, including said site, building and securities, to the Rt. Rev. the Bishop of the Roman Catholic Church having jurisdiction in Omaha and his successors in Office, upon trusts to be aptly expressed in the deed of conveyance securing said property to the purposes aforesaid. The said school shall be known as The Creighton College, and is designed by me as a memorial of my late husband. I have selected this mode of testifying to his virtues and my affection to his memory, because such a work was one which he in his lifetime proposed to himself."*

Acting on this bequest, the executors, Messrs. John A. Creighton, James Creighton and Herman Kountze, purchased the present site, and proceeded to erect what is now called the main building. The entire property and securities were duly conveyed by the executors to the Right Rev. James O'Connor, D. D., Bishop of Omaha, July 1st, 1878.

## THE CREIGHTON COLLEGE

---

Under and in pursuance of "An Act of the Legislature of the State of Nebraska" (February 27th, 1879) "to provide for the incorporation of Universities under certain circumstances," Right Rev. James O'Connor, D. D., vested the entire property and securities of the Creighton College in a corporation, designating the legal title of said corporation to be The Creighton University, and appointing five members of the Society of Jesus to constitute the Board of Trustees. The Creighton University was thus incorporated on August 14th, 1879.

By deed of trust executed on December 4th, 1879, the Right Rev. James O'Connor, D. D., conveyed all the property and securities of Creighton College to the above mentioned corporation, The Creighton University. By this conveyance the entire trust passed from the Right Rev. Bishop and his successors to The Creighton University and its successors, the trust to be held and administered upon the same terms and conditions and for the same purposes, for and under which it was originally bequeathed by Mrs. Mary Lucretia Creighton. The position, therefore, of The Creighton University relative to The Creighton College, its property and securities as derived from the bequest of Mrs. Creighton, is that of Trustee for the Creighton College.

The funds invested for the support of the College had been increased from the division of the residue of the estate of Mrs. Mary Lucretia Creighton, so that when the Creighton University accepted the trust, the endowment fund amounted to about \$147,500. This fund, according to the original bequest and the terms and conditions of the trust, must be invested in securities in perpetuity, the interest alone to be used for the support of the Faculty and the maintenance of the College. To those who are familiar only with the million dollar endowments of other Universities and Colleges, an endowment of \$147,500 must appear a very modest sum. Even to those experienced in the management of Catholic Colleges, it must seem a hazardous undertaking to build up and develop a **Free** College on a financial basis of nothing more than the annual interest of \$147,500. But the Jesuits, like most of the teaching orders of the Catholic Church, receive no salary for their labor, and though in this particular instance they fully realized the financial difficulties, they consented to face them. In this, no doubt, they were animated by the hope of seeing restored one of the chief glories of their history, namely, the bestowal of gratuitous education, such as was given by their predecessors in the older and more fortunate days of the order, when all Jesuit Colleges and Universities were endowed and **Free** Institutions. The venture has thus far met with unexpected success, thanks to good friends, and in particular to Hon. John A. Creighton and his lamented wife, both of whom generously seconded the noble purpose of the original Founders, and by large benefactions carried on the good work to a development which without their munificence would have remained an impossibility.

## DEVELOPMENT

The College, located on 25th and California Sts., commands an excellent view of the city and surrounding country. The grounds cover an area of six acres, and with the buildings of the Classical Department of the University represent a value of \$140,000.

**The Main Building** was begun in 1877, and completed in 1878. It is built of brick trimmed with limestone. There are three stories and a basement, with a frontage of 56 and depth of 126 feet. The facade is surmounted by a tower 110 feet high. This building is at present devoted entirely to College purposes.

**The Students' Library** was established in 1880. It contains 2,500 volumes, selected specially for the use of students, and is a Free Library.

In 1883 the **Scientific Department** of Creighton College was established and richly furnished by Hon. John A. Creighton with a complete chemical, physical and astronomical outfit.

**The Astronomical Observatory** received its full development in 1886, when the present Observatory was erected on the brow of the hill north of the College.

In the establishment and development of the Scientific Department, Hon. John A. Creighton was generously seconded by Hon. John A. McShane.

In the same year, 1886, the munificent gift from Hon. John A. Creighton of a city lot, valued at \$15,000, enabled the Trustees to secure by exchange, after the payment of a bonus of \$2,000 a much-needed house and lot adjoining the main building on the northeast.

**The College Chapel**, popularly known as St. John's Collegiate Church, is situated to the southwest of the main building, facing California street. The corner-stone was laid by Right Rev. James O'Connor, D. D., on June 27th, 1887, and the Church was dedicated by the same prelate on May 6th, 1888. The style of architecture is English Gothic. The Church is built of Warrensburg sandstone, and is at present 112 feet in length by 75 feet in width. The plan, however, contemplates a building 184 feet long with a width at the transept of 138 feet. Hon. John A. Creighton subscribed \$10,000 towards the erection of the Church; the rest of the requisite funds, about \$35,000, came from a sale of property belonging to the Jesuit fathers in their own right. The main altar is the gift of Hon. John A. McShane; the side altars were presented by Mrs. John A. Creighton; the organ was donated by Mrs. John A. Schenk; the Way of the Cross is the gift of Hon. John A. Creighton.

## THE CREIGHTON COLLEGE

---

The South Wing of the present College building was begun in the fall of 1888, and was ready for occupation the following spring. Hon. and Mrs. John A. Creighton contributed \$13,000 towards its erection: the rest of the cost was covered by the Interest fund of the College. The wing is built of brick in the same style of architecture as the main building, and has a length of 50 feet and a depth of 36 feet.

In 1888, Mrs. Sarah Emily Creighton, wife of Hon. John A. Creighton, bequeathed to The Creighton University a business block on Douglas street west of Creighton Block, to and for the use of the Creighton College, according to the same terms and conditions as were designated in the bequest of her sister, Mrs. Mary Lucretia Creighton. Mrs. Sarah Emily Creighton departed this life on September 30th, 1888.

---

### NEW ADDITIONS.

During the year 1900 Hon. John A. Creighton, desirous of making the University, whose name pays honor to the memory of his brother Edward, an institution fully equipped for its educational work, generously offered means for the completion of the University buildings as planned by the founder. The additions include an extension of the south wing for the accommodation of the members of the faculty residing on the grounds and a separate library building, and on the north an L-shaped extension which is devoted almost exclusively to the use of the students of the classical department. Here are located the college chapel, the recitation rooms, and the lecture halls needed to meet the demands of the student body.

Besides these buildings an auditorium, with a seating capacity of one thousand, and constructed in accordance with the best modern designs, has been erected at the corner of California street and Twenty-fifth avenue, making it of easy access to the friends and patrons of the University, while immediately north of the new Auditorium a large heating plant supplies steam to all buildings on the grounds. These additions were ready for occupation on the first of March, 1902.

---

### THE PHYSICAL DEPARTMENT

occupies the entire east front of the third floor of the new north wing. The lecture room measures 26x33 feet. There are five rows of fifteen seats each, arranged in tiers. The lecture table is 3x12 feet. Besides a variety of drawers for various uses, there is in the table a hydrostatic tank, 3 feet wide and 2 feet deep, with a plate glass front. Direct and alternating currents of electricity, water, drainage, gas, com-

pressed and rarified air are at the service of the professor, by the mere turning of switch or of a valve. Six windows admit light to the room and are provided with opaque shutters pierced for the adjustment of the heliostat and the projection apparatus. A 30-foot blackboard, concealed but accessible ducts for pipes and wires, and a vertical flue reaching from the basement to the roof of the building, form some of the convenient accessories of the lecture room.

A door behind the lecture table opens directly into the new Cabinet of Physical Apparatus. This hall measures 33x54 feet, and has eight windows on the east side. Along the west, north and south walls are the cases for storing the instruments. In the middle of the room and between the windows are arranged cases with an assorted and labeled collection of minerals, and pieces of physical apparatus too large for the cases,

---

## THE CHEMICAL DEPARTMENT

---

occupies the entire second floor of the main building. The lecture room measures 25x30 feet. There are six rows of seats arranged in tiers. The lecture table is almost a counterpart of the one used in the physical department. Just back of it is a large blackboard and a fume chamber. The chamber is 9 feet long, 3 feet wide, and 5 feet high, and has a flue of its own. It is built into the west room, the professor's laboratory, and is accessible from both sides. It is provided with gas, water, and drain connections.

The laboratory for the use of the students is 25x60 feet. It contains five tables, each accommodating six students on either side. There is one water faucet and one sink for each set of four students, but in the thirty-four inches assigned to individuals the conveniences of gas, of a private drawer, of a locker and shelf space above and below are supplied. The large fume chamber is accessible on four sides.

---

## THE ASTRONOMICAL DEPARTMENT

---

can justly lay claim to having one of the best equipped students' observatories in the country. The equatorial room is 14 feet in diameter and carries a sheet-iron dome, the opening of which may be made to face any part of the heavens. The telescope, made by Steward, has an excellent 5-inch lens. It is mounted equatorially and is provided with a driving clock, clamp and slow motion screws on both axes, seven eye-pieces and a micrometer. The transit room is 16 feet square, faced inside and outside with pressed brick like the equatorial room. It

contains a handsome 3-inch transit circle by Fauth & Co., which may be used also as a zenith telescope. The divided circle reads by means of microscopes to the tenth of a second. The eye-piece is provided with right ascension and declination micrometers. Two clocks, a Howard mean time and a Fauth sidereal, are mounted in a brick vault so as to be secure against changes of temperature. A Fauth chronograph is in connection with a switchboard, which admits of all possible combinations. For years it has recorded the daily noon signals of the Naval Observatory in Washington. On August 5th, 6th, and 7th, 1887, clock signals were exchanged between the Naval Observatory and that of our University, with the purpose of determining our longitude. This was found to be 1 h., 15 m., 34.92 s. west of Washington, or 6 h., 23 m., 46.96 s. west of Greenwich. The latitude of the transit instrument is 41 degrees, 16 minutes, 5.6 seconds north, and the height of its axis above sea-level is 1,129 feet. On April 25th and 30th and on May 3rd, 1900, the Observatory of the State University of Nebraska obtained its longitude from our observatory by an exchange of telephonic clock signals.

Besides the essential instruments described above, there is a Heinrich chronometer, a Steward astronomical theodolite, a double mirror heliostat, Bailey's astral lantern and a number of minor instruments and attachemnts. The observatory and its instruments are lighted by sixteen candle-power and one candle-power lamps.

## DEGREES.

According to the Act of Legislature under which the Creighton University was incorporated, its Board of Trustees has power "to confer such Academic degrees and honors as are conferred by Colleges and Universities of the United States".

## REQUIREMENTS.

The degree of Bachelor of Arts is conferred upon those who have successfully completed the Course of Studies as outlined in the Catalogue.

The degree of Master of Arts, in course, can be obtained by devoting a second year to the study of Philosophy in the College or two years to professional studies.

The degree of Doctor of Philosophy will be granted only to Masters of Arts after successful Post Graduate courses in Philosophy and Science.

Professional degrees, in course, are defined by the Professional Departments of the University.

Honorary degrees are conferred, at the direction of the Board of Trustees, upon those who have deserved well of the community in Literature, or Science, or the Professions.

## EVENING CLASS OF POST-GRADUATE WORK.

---

This class was organized in 1903. In the future it will meet in the Lecture Hall of the Edward Creighton Institute (Creighton University Law School) every Monday and Friday at 8 P. M., from October to May.

Whilst intended primarily for the Students of the Medical and Law Departments of the University, the class is open, too, to all College graduates, advanced and special students and professional gentlemen, who may desire an opportunity to review their college work and to make a more thorough and practical study of its fundamental questions, after some experience in active life will have made them realize its importance.

The class exercises consist of lectures and discussions on the chief points of logic, psychology, ethics and oratory.

Those who have already attained the degree of A. B. will be eligible to that of A. M. on the conditions of the requisite attendance at the lectures of the evening class, the presentation of a philosophical thesis and an examination satisfactory to the Board of Trustees of the College.

A fee of five dollars, payable in advance, is charged.

## ACKNOWLEDGMENTS.

---

The President and Faculty wish to express their grateful thanks for favors received during the past year. Very specially do they wish to record once again their expression of gratitude for the continued generosity of the co-founder, John A. Creighton, who at different times during the past year has added largely to his munificent benefactions of former years, thus making possible many and varied improvements for the development of the University.

The following benefactors, too, are gratefully mentioned:

### DONORS OF MEDALS.

---

Rt. Rev. Richard Scannell, D. D.  
Rt. Rev. A. M. Colaneri, V. G.  
Very Rev. John Jennette.  
Very Rev. Patrick Smyth.  
Very Rev. Joseph Ruesing.  
Rev. Patrick McGovern.  
Rev. James Aherne.  
Rev. Patrick J. Judge.  
Rev. D. W. Moriarty.  
Tom J. McShane, A. B.  
A Friend of Education.  
Knights of Columbus, Omaha Council No. 652.

### GIFTS TO THE LIBRARY.

---

Documents relating to the War of the Rebellion—Hon J. Kennedy, M. C.

The Koran—Dr. Richard Ebbitt, Grand Island, Nebr.

Various Volumes:

B. Herder, St. Louis, Mo.  
Mrs. A. J. Lindsay, St. Louis, Mo.  
Miss Marian Lindsay, St. Louis, Mo.  
Miss Engenia Chouteau, St. Louis, Mo.  
Mrs. Malcolm Macdonald, St. Louis, Mo.  
Rev. Mother Cooreman, R. S. H., St. Louis, Mo.  
Mrs. D. J. Hennessy, Butte, Mont.  
Mrs. J. W. Brodhead, Detroit, Mich.  
Mrs. R. A. Johnston, Milwaukee, Wis.  
Miss Jessie Johnston, Milwaukee, Wis.  
Catholic Truth Society, Chicago, Ill.

### GIFTS TO THE SCIENTIFIC DEPARTMENT.

---

A Dressler Electric Gyroscope—Edw. A. Creighton, '05.  
A Morse Telegraph Register—Anth. F. Beckman, '05.  
A Micrometer Calipers—Anton Kippes, '05.  
A large group of Amethyst Crystals—Mrs. E. J. Nash.

THE CREIGHTON COLLEGE

---

COLLEGE CALENDAR FOR 1906.

---

- January 3—Opening of Schools after Christmas Vacations.  
January 4—Examination of "Conditioned" Students.  
January 8—Annual Retreat of Students begins.  
January 11—Close of Retreat.—General Communion.  
January 15—Regular Quarterly meeting of the Alumni Association.—  
Installation of Officers for 1906.  
January 24—Annual "Play" of the Creighton Dramatic Circle.—"The  
Hidden Gem."  
February 5-6—Mid-year Examination of Seniors.—Philosophy.  
February 7—Local Oratorical Contest.  
February 12—Mid-year Examination of Seniors—Calculus.  
February 15-25—Third Quarterly Written Examinations for all classes.  
February 16—State Oratorical Contest at Lincoln, Nebraska.  
February 22—Washington's Birthday.—Holiday.—Alumni Smoker and  
Social.  
February 27—Carnival.—Holiday.  
March 2—Reading of Marks.  
March 17—Holiday.  
March 21—Inter-Collegiate Contest in English.—College Classes.  
March 31—Reception to Very Rev'd F. Moeller, S. J.—Provincial.  
April 2—Regular Quarterly Meeting of the Alumni Association.  
April 6—Preliminary Contest in Elocution.—High School and College  
Departments.  
April 11-17—Easter Holidays.  
April 12—Inter-Collegiate Contest in Latin.—College Classes.  
April 22—Solemn Office of the Dead for Very Rev'd Louis Martin, late  
General of the Society of Jesus.  
April 23—Solemn Mass of Requiem for F. Martin, S. J.  
April 24—May 4—Fourth Quarterly Written Examinations in all classes.  
April 25.—Annual "Play" by members of Alumni Association.—  
"Facing the Music"—A Comedy.  
April 30—Solemn opening of May Devotions.  
May 4—Inter-State Oratorical Contest at Topeka, Kansas.  
May 9.—Public Contest in Elocution.—High School and College De-  
partments.  
May 11—Annual Repetitions begin in all Classes.  
May 17.—Debate—Creighton University vs. St. Louis University, in  
St. Louis, Mo.  
May 22—Final Examination of Seniors.—Evidences of Religion.  
May 29—Final Examination of Seniors.—Astronomy.  
June 1—Solemn Closing of May Devotions.  
June 6-7—Final Examination of Seniors.—Philosophy.  
June 9.—Final Written Examinations in all classes.  
June 20. Undergraduate Closing Exercises.

## THE CREIGHTON COLLEGE

---

June 21—Commencement Day.

Solemn Mass and Sermon—St. John's Church.

Graduates' Exercises—University Auditorium.

Summer Vacations.

August 27-31—Examinations of Candidates for admission.

August 30—Sept. 3—Examinations of "Conditioned" Students.

N. B.—These Examinations will take place only on the dates and in the matter specified by the following schedule:

August 30.—Latin and Greek.

August 31.—English, History, Chemistry.

September 1.—Mathematics and Physics.

September 4—Opening of Schools.

September 10—Schola brevis in Senior Class.

September 12—Solemn Mass of the Holy Ghost.—Sermon.

September 17—Sodality meetings begin.

September 19.—First Meeting of the Creighton Oratorical Association.

September 20—First Meeting of the Creighton Literary Society.

September 29—Rector's Day.—Holiday.—Creighton Lecture Course opens.—Dates to be announced.

October—Post-Graduate Classes.—Dates to be announced.

October 15-25—First Quarterly Written Examinations in all classes.

October 29.—Specimen in Logic.—Seniors.

November 1—Feast of All Saints.—Holy Day.

November 4—Oratorical Association.—Prize orations submitted.

November 5—Founder's Day.—Solemn High Mass, Sermon, Literary Exercises in Auditorium, Reading of Marks.

November 12.—Specimens begin in High School Department.

November 29—Thanksgiving Day.—Holiday.

December 8—Feast of the Immaculate Conception.—Sodality Day.

December—Annual "Play" of the Dramatic Circle.—Date to be announced.

December 10-20—Second Quarterly Examinations for all classes.

December 14—Preliminary in the Oratorical Contest.

December 21—Reading of Marks.

December 22-January 3, 1907—Christmas Holidays.

## ORDER OF THE DAY.

---

### MORNING.

---

#### COLLEGIATE DEPARTMENT.

8:30 Mass.  
9:00 Latin, Mathematics.  
10:00 Recess.  
10:15 Philosophy, Greek.  
11:00 Physics, Chemistry, Book-keeping.  
11:55 Recess.

#### ACADEMIC DEPARTMENT.

Mass.  
Latin.  
Recess.  
Greek, History, Geography.  
Religious Instruction.  
Penmanship, French, German.  
Recess.

---

### AFTERNOON.

---

1:00 Evidences of Religion, Literature, Rhetoric, Elocution.  
2:15 Recess.  
2:25 Philosophy, Mathematics.  
3:15 Classes Dismissed.

Rhetoric, English Grammar.  
Spelling, Elocution.  
Recess.  
Mathematics, Arithmetic.  
Classes Dismissed.

*Thomas Arthur Clark*

Officers, Faculty and Students  
of the  
School of Liberal Arts.  
1905-1906.

## OFFICERS AND FACULTY.

---

### OFFICERS.

REV. M. P. DOWLING, S. J.,  
PRESIDENT.

REV. M. J. O'CONNOR, S. J.,  
VICE-PRESIDENT.

REV. M. M. BRONGSEEST, S. J.,  
CHAPLAIN.

REV. M. I. STRITCH, S. J.,  
LIBRARIAN.

### FACULTY.

REV. M. J. O'CONNOR, S. J.,  
*Prefect of Studies.*

EDWARD CALHOUN, S. J.,  
IGNATIUS HAMILL, S. J.,  
*Prefects of Discipline.*

PATRICK TROY, S. J.,  
*Librarian of the Students' Library.*

WILLIAM O'CONNELL, S. J.,  
*Director of the Band and Orchestra.*

### COLLEGIATE DEPARTMENT.

REV. WILLIAM KINSELLA, S. J.,  
*Professor of Philosophy and Religion.*

REV. MICHAEL J. RYAN, S. J.,  
*Professor of Rhetoric and Oratory.*

REV. MICHAEL I. STRITCH, S. J.,  
*Professor of Latin and Greek Literature.*

REV. WILLIAM WHELAN, S. J.,  
*Professor of Humanities and History.*

REV. WILLIAM F. RIGGE, S. J.,  
*Professor of Astronomy, Mathematics and Physics.*

EDWARD CALHOUN, S. J.,  
*Professor of Chemistry.*

REV. EUGENE CONAHAN, S. J.,  
*Elocution.*

THE CREIGHTON COLLEGE

---

REV. JOHN COPUS, S. J.,

*English Literature and the Oratorical Association.*

REV. JAMES CURRAN, S. J.,

*Professor of Mathematics.*

**ACADEMIC DEPARTMENT.**

PATRICK TROY, S. J.,

*Professor of Special Latin and Greek.*

REV. MARTIN LUERSMAN, S. J.,

REV. THOMAS MCNEIVE, S. J.,

*Professors of English Rhetoric and Greek Syntax.*

REV. GREGORY O'KELLY, S. J.,

IGNATIUS HAMILL, S. J.

*Professors of Syntax and Greek Rudiments.*

PATRICK LOMASNEY, S. J.,

FREDERIC MILLIGAN, S. J.,

S. M. BONAVENTURE,

S. M. CAMILLUS,

*Professors of Latin Rudiments and Analysis.*

REV. MICHAEL J. O'CONNOR, S. J.,

REV. MICHAEL J. RYAN, S. J.,

REV. JOHN COPUS, S. J.,

REV. GREGORY O'KELLY, S. J.,

REV. THOMAS MCNEIVE, S. J.,

*Instructors in Christian Doctrine.*

REV. GREGORY O'KELLY, S. J.,

IGNATIUS HAMILL, S. J.,

EDWARD CALHOUN, S. J.,

*Professors of Mathematics.*

REV. M. J. O'CONNOR, S. J.,

REV. MARTIN BRONGSEEST, S. J.,

REV. MARTIN LUERSMAN, S. J.,

PATRICK TROY, S. J.,

*Professors of Modern Languages.*

WILLIAM O'CONNELL, S. J.

*Music.*

## STUDENTS.

Name.	Class.
<b>Achen, Mathias F.</b> .....	Philosophy
Albers, John Matthew .....	Special
Allen, Richard W. ....	Third Academic B
Armstrong, Edgar. ....	Special
<b>Bamford, Raymond J</b> .....	Third Academic B
Barrett, Patrick J. ....	Poetry
Barry, James B. ....	Third Academic D
Beveridge, John .....	Third Academic A
Black, James A. ....	Third Academic C
Blanchard, Allen .....	Second Academic B
Borgnoff, Frank .....	Third Academic C
Borghoff, Frederic .....	Second Academic B
Bowler, George .....	Third Academic D
Brady, Raymond .....	Third Academic D
Brown, Patrick .....	Third Academic A
Burke, Donald Joseph .....	Third Academic A
Burlew, Charles Arthur .....	Special
Bushman, George F. ....	Rhetoric
Byrne, Eugene .....	Humanities
Byrne, John .....	Humanities
Byrne, Joseph F. ....	Rhetoric
Byrne, Leo .....	Third Academic A
<b>Cahill, Edward L.</b> .....	Humanities
Calhoun, Leo A. ....	Second Academic B
Canavan, Leo .....	Third Academic A
Carlow, Richard W. ....	First Academic B
Carmody, Francis .....	Third Academic D
Carmody, James .....	Third Academic D
Carroll, George P. ....	Second Academic B
Cassidy, Harry .....	First Academic A
Christie, Arthur H. ....	Third Academic D
Cich, Michael .....	Second Academic B
Coad, Ralph .....	First Academic A
Coad Richard .....	Special
Cobry, Charles .....	Third Academic A
Cody, William A. ....	Humanities
Coffey, John L. ....	Third Academic C
Collins Francis J. ....	Third Academic C
Connell, Herbert John .....	Special

# THE CREIGHTON COLLEGE

Name.	Class.
Connell, Robert .....	Third Academic C
Connolly, Cornelius F. ....	Third Academic C
Connolly, James J. ....	Second Academic A
Connolly, James P. ....	Third Academic B
Corrigan, Ray .....	Humanities
Counley, Roy A. ....	Second Academic B
Coupal, Vital P. ....	Third Academic B
Craney, Howard H. ....	Rhetoric
Criss, Neil .....	Humanities
Cronin, John S. ....	Third Academic D
Cullen, T. William .....	Poetry
Cunningham, Francis .....	Humanities
<b>Dally, Francis B</b> .....	Poetry
Danahy, Joseph .....	Third Academic A
Daugherty, John C. ....	Second Academic B
Deacy, J. Francis .....	Third Academic B
Dermody, John .....	Humanities
Descher, Paul Joseph .....	First Academic A
Dineen, Michael J. ....	Third Academic C
Donahue, Edward .....	First Academic A
Donahue, Edward J. ....	Third Academic A
Donahue William J. ....	Poetry
Donnelly, Edward .....	Philosophy
Donnelly, Thomas S. ....	Second Academic A
Donovan, William .....	Second Academic B
Dougan, John Anthony .....	Special
Downey, William Harold .....	Rhetoric
Dreibus, Percy F. ....	Second Academic B
Driscoll, Henry W. ....	First Academic A
Dwyer, John R. ....	Poetry
Dwyer, Paul J. ....	Second Academic A
<b>Earley, James T</b> .....	Third Academic B
Edwards, Earl A. ....	Third Academic C
Egan, George Leo .....	First Academic A
Egan Richard .....	First Academic A
Ennen, George L. ....	Humanities
Emig, Clarence .....	Third Academic D
Etchebarne, Casimier .....	Third Academic C
<b>Farley, Charles F</b> .....	Humanities
Farrell, Howard .....	First Academic B
Farrell, Raymond .....	First Academic A
Farrell, Robert F. ....	Second Academic A

THE CREIGHTON COLLEGE

---

Name.	Class.
Festner, F. Julius .....	Third Academic B
Fitzgerald, Clement F. ....	Third Academic B
Fitzgerald, Edward S. ....	Third Academic D
Foran, Thomas M. ....	Third Academic D
Frawley, Paul Bernard .....	First Academic B
Frimann, Perry Jesse .....	Special
<b>Gaebler, Alexander H.</b> .....	Third Academic C
Galvion, Thomas J. ....	Third Academic B
Gaule, Edward T. ....	Philosophy
Gaule, John F. ....	Philosophy
Gerhard, Paul P. ....	Third Academic D
Gibson, Albert A. ....	Third Academic C
Gillespie, Edward J. ....	Philosophy
Gillespie, Francis W. ....	Third Academic B
Gillespie, Hugh F. ....	Humanities
Gillespie, Joseph .....	Humanities
Gilmore, Harry .....	First Academic B
Glynn, Louis .....	Humanities
Green, George H. ....	Third Academic C
Green, Joseph .....	Third Academic D
<b>Haarman, Carl</b> .....	Third Academic A
Hahn, Frederick .....	Third Academic D
Haller, Bernard D. ....	Third Academic C
Halpine, John .....	Third Academic D
Hamilton, Charles .....	Third Academic A
Hamilton, Raphael N. ....	Third Academic B
Hanley, Thomas .....	Third Academic A
Hannan, James .....	First Academic A
Hannon, T. Emmett .....	Second Academic A
Hanrahan, Morgan J. ....	Philosophy
Harrigan, Clarence E. ....	Second Academic A
Harshman, John O. ....	Third Academic D
Haster, Charles R. ....	Second Academic A
Havey, Francis P. ....	Third Academic B
Hayes, William J. ....	Second Academic B
Hazleton, Paul .....	Special
Heath, Leo Carrigan .....	Special
Henely, Amos E. ....	Philosophy
Heyl, Earl C. ....	Humanities
Hobbs, Andrew E. ....	Philosophy
Hobbs, J. Lucien .....	Philosophy
Hogan, John .....	First Academic A
Hooper William R. ....	Second Academic B

# THE CREIGHTON COLLEGE

Name.	Class.
Horan, Philip .....	Poetry
Houlton, John J. ....	Third Academic D
Howley, Harry T. ....	Humanities
Huntzinger, Arthur L. ....	Second Academic B
Hynes, William .....	Special
<b>Igel, Eugene</b> .....	Second Academic A
Ihm, Joseph M. ....	Second Academic B
<b>Jamieson, Alexander W.</b> .....	Third Academic D
Jamieson, John G. ....	Humanities
Jamieson, Thomas S. ....	Second Academic B
Judge, James .....	First Academic A
<b>Kane, Louis</b> .....	Philosophy
Karlovsy, Francis .....	Third Academic C
Keeshen, Francis H. ....	Philosophy
Kelley, Paul L. ....	Second Academic A
Kelly, James F. ....	Third Academic C
Kelly, James F. ....	Third Academic A
Kelly, Thomas .....	First Academic B
Kennedy, Bernard A. ....	First Academic B
Kennedy, Francis J. ....	Second Academic B
Kennedy, Louis A. ....	Humanities
Kerns, John T. ....	Second Academic A
Kerr, Louis .....	Third Academic D
Keyser, George A. ....	First Academic A
Kleyla, Raymond .....	First Academic A
Kuñl, Edward M. ....	Third Academic B
Kuhn, Blanchard .....	Third Academic D
<b>Lally, Cornelius</b> .....	Humanities
Lanigan, Thomas W. ....	Humanities
Lanphier, Basil C. ....	Third Academic D
Lanphier, Thomas G. ....	Second Academic A
Larkin, John .....	Third Academic D
Laskar, Anthony M. ....	Special
Leary, Norbert C. ....	Philosophy
Lee, James P. ....	Humanities
Lefferts, Carl S. ....	Third Academic D
Little, Philip S. ....	First Academic A
Lofgren, Paul W. ....	Third Academic C
Lovely, Joseph .....	Poetry
Lowe, John Joseph .....	Third Academic A
Lowry, Thomas J. ....	Third Academic A

THE CREIGHTON COLLEGE

Name.	Class.
<b>Magirl, Robert</b> .....	Poetry
Maher, Joseph M. ....	Second Academic A
Mahoney, Robert E. ....	Second Academic B
Malloy, John H. ....	Second Academic A
Malloney, Thomas Francis .....	First Academic B
Mangan, Leo E. ....	First Academic A
Marrin, Francis E. ....	Second Academic A
Martin, Clement L. ....	First Academic A
Matthews, Thomas F. ....	Third Academic B
Matza, Harry .....	Third Academic A
McAtee John S. ....	Special
McCaffrey, Hugh M. ....	First Academic B
McCaffrey, James John .....	Third Academic A
McCaffrey, Owen .....	Third Academic A
McCaffrey, T. Sherman .....	Rhetoric
McCann, Lee P. ....	Third Academic C
McCarville, J. Ray .....	Third Academic B
McCauley, Paul B. ....	Poetry
McCormick, John .....	Humanities
McCracken, George F. ....	Philosophy
McCreary, Edward S. ....	Third Academic B
McDermott, Edward .....	Special
McDermott, Raymond J. ....	Third Academic D
McDonald, William .....	First Academic B
McGovern, M. Francis .....	First Academic A
McGrath, Albert J. ....	Third Academic C
McGrath, Charles J. ....	Poetry
McGrath, John A. ....	Third Academic B
McMahon, Emmet D. ....	Third Academic B
McMahon, James P. ....	Humanities
McNally, Robert E. ....	Philosophy
McNamara, Raymond D. ....	Second Academic A
McShane, George .....	Third Academic A
McShane, Joan A. ....	Rhetoric
McShane, Thomas S. ....	Humanities
McWhorter, Gardner A. ....	Special
McWhorter, Hugh Millikin .....	Humanities
Meyen, Conrad P. ....	Third Academic B
Mieding, William .....	Humanities
Miller, Edward Leo .....	Third Academic A
Mogan, William .....	Humanities
Moore, Thomas .....	Third Academic A
Moylon, David .....	Third Academic A
Muffitt, Deiss E. ....	Third Academic A
Mugan, Michael Joseph .....	First Academic A

# THE CREIGHTON COLLEGE

Name.	Class.
Mullen, John F. ....	Humanities
Mullen, William P. ....	Philosophy
Mullin, Francis R. ....	Second Academic A
Mullin, James F. ....	Second Academic B
Mullin Joseph C. ....	Second Academic B
Mulvihill, John ....	Third Academic A
Murphy, Cosmor ....	Humanities
Murphy, Edmund J. ....	Special
Murphy, Edward ....	Third Academic A
Murphy, Francis ....	Special
Murphy, J. Harry ....	First Academic B
Murphy, Thomas H. ....	Third Academic B
<b>Noonan, Eugene</b> .....	Rhetoric
Norris, Thomas J. ....	Third Academic C
<b>O'Brien, J. Edward</b> .....	First Academic B
O'Connor, Andrew P. ....	Rhetoric
O'Connor, Charles S. ....	Second Academic A
O'Connor, Christie J. ....	Third Academic A
O'Connor, Daniel ....	Poetry
O'Connor, John ....	Third Academic A
O'Donahue, G. Gerald ....	Third Academic C
O'Hearn, John J. ....	Second Academic B
O'Malley, John H. ....	Rhetoric
O'Neil James A. ....	Third Academic C
Organ, Robert A. ....	Third Academic A
Owen, Hubert ....	First Academic A
Owens, Arthur J. ....	Third Academic C
Owens, W. Raymond ....	Second Academic B
<b>Peacock, Cornelius J.</b> .....	Humanities
Peacock, Joseph V. ....	Third Academic B
Peacock, William Joseph ....	First Academic A
Peasinger, Charles W. ....	First Academic A
Peters, George A. ....	Poetry
Peterson, William J. ....	Second Academic B
Pleiss, Joseph A. ....	Second Academic B
Pritchard, Joseph ....	Third Academic C
Pritchett, Harold L. ....	First Academic B
<b>Quigley, Willard</b> .....	First Academic A
<b>Reading, Elmer W.</b> .....	Poetry
Rice, Francis J. ....	Third Academic C

THE CREIGHTON COLLEGE

Name.	Class.
Ricker, Charles A. ....	Third Academic D
Ricker, George E. ....	Third Academic D
Riley, George L. ....	Third Academic A
Riley, Thomas R. ....	Rhetoric
Ring, Edward ....	Second Academic A
Roche, Roy ....	Humanities
Rooney, William P. ....	Poetry
Rose, William T. ....	Second Academic A
Rossiter, F. Keeshan ....	Second Academic A
Rourke, David T. ....	Third Academic D
Rush, Leo J. ....	Third Academic C
Russell, Emmett G. ....	Second Academic A
Ryan, Eugene ....	First Academic A
Ryan, John W. ....	Rhetoric
<b>Sadil, Anton S.</b> .....	Second Academic A
Sanders, Guy C. ....	Third Academic B
Schmidt Paul J. ....	Humanities
Schopp, J. Walter ....	Rhetoric
Schwartz, Anton J. ....	Third Academic B
Scott, Edward J. ....	Third Academic B
Shaddy, Gabriel ....	Third Academic A
Shanahan, Edmond ....	Special
Shirley, Edward George ....	Second Academic B
Slattery, James ....	Humanities
Smith, Zenos B. ....	Third Academic C
Smith, James W. ....	Third Academic A
Smyth, Bernard ....	Third Academic A
Sollers, Roy R. ....	Second Academic B
Spellman, John ....	Third Academic C
Squires, Harold A. ....	Third Academic D
Stagno, Michael A. ....	First Academic A
Stapenhorst, Harry T. ....	Second Academic A
Sternberg, William P. ....	Rhetoric
Stewart, Charles ....	Special
Stuart, Leo ....	Special
Suchy, Bohumir ....	Third Academic A
Sullivan, James A. ....	Special
Sullivan, John P. ....	First Academic A
Sweeney, Edward J. ....	Third Academic A
<b>Tanner, Joseph W.</b> .....	First Academic B
Taylor, Edmund ....	First Academic B
Thielen, Charles J. ....	Poetry
Thompson, George P. ....	Second Academic B

# THE CREIGHTON COLLEGE

---

Name.	Class.
Thompson, Joseph .....	Third Academic A
Treuke, Athur E. ....	Third Academic B
<b>Volkmeier, Arthur E.</b> .....	Third Academic B
<b>Wallace, Frank R.</b> .....	Second Academic A
Ware, W. Paxton .....	Poetry
Wedell, Axel .....	First Academic B
Weiler, N. Walter .....	Third Academic B
Welch, John A. ....	Second Academic A
Weppner, Joseph S. ....	Second Academic B
Whalen, Francis J. ....	Philosophy
Wharton, Joseph.....	Second Academic B
Whittaker, Reginald C. ....	Second Academic B
Wirth, Joseph C. ....	Second Academic B
Wright, George B. ....	Third Academic A
<b>Yates, Francis</b> .....	Poetry
Young, William J. ....	Poetry

## AWARD OF MEDALS.

---

Honor Medal, Class of 1906—Amos Henely.

Inter-Collegiate Latin Medal—Eugene Noonan '07.

Rhetoric Class Medal—Eugene Noonan.

Poetry Class Medal—Charles McGrath.

Humanities Class Medal—Ray Corrigan.

First Academic A—Class Medal—Michael Stagno.

First Academic B—Class Medal—Axel Wedell.

Second Academic A—Class Medal—Harry Stapenhorst.

Second Academic B—Class Medal—W. Raymond Owens.

Third Academic A—Class Medal—George McShane.

Third Academic B—Class Medal—Julius Festner.

Third Academic C—Class Medal—Leo Rush.

Third Academic D—Class Medal—David Rourke.

Special—Class Medal—Herbert Connell.

Elocution—College Department—George McCracken '06.

Elocution—High School Department—Michael Stagno.

## **CONFERRING OF DEGREES.**

---

**JUNE 21, 1906.**

---

### **THE DEGREE OF MASTER OF ARTS (IN COURSE) WAS CONFERRED UPON**

Francis Jenal, A. B. '04.

---

### **THE DEGREE OF BACHELOR OF ARTS WAS CONFERRED UPON**

Edward Donnelly,

J. Lucien Hobbs,

Edward Gaule,

Francis Keeshen.

John Gaule,

Norbert Leary,

Morgan Hanrahan.

George McCracken,

Amos Henely

Robert McNally,

Andrew Hobbs,

William Mullen,

Francis Whalen.

## COMMENCEMENT WEEK.

---

Solemn Mass and Sermon,

St. John's Church, Thursday June 21, 9 a. m.

---

Distribution of Medals and Undergraduate Exercises,

University Auditorium, June 20.

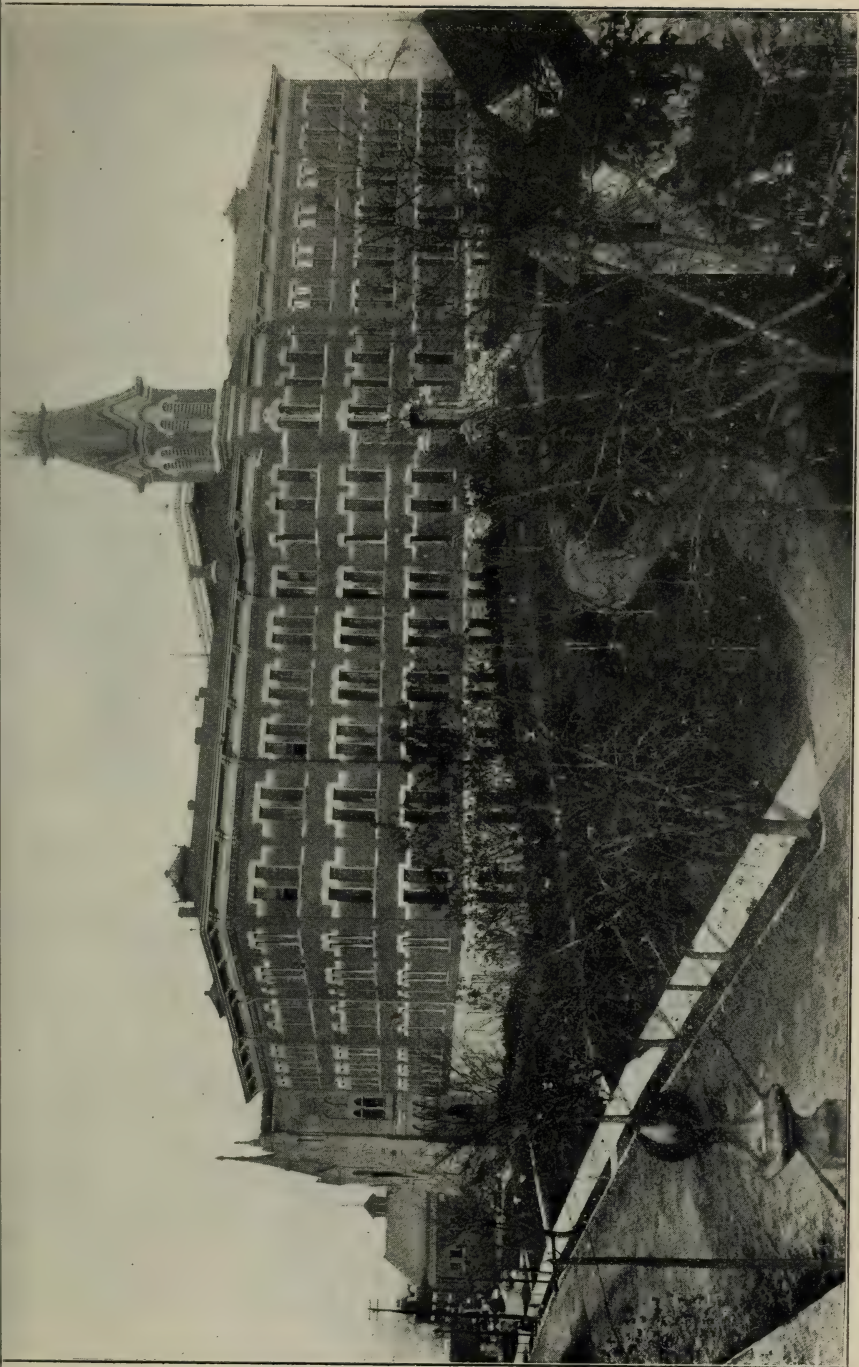
---

Graduating Exercises—Class of 1906,

University Auditorium, June 21.



THE NEXT SESSION WILL OPEN TUESDAY, SEPTEMBER 4, 1906.



CREIGHTON UNIVERSITY



## GUIDING PRINCIPLES IN EDUCATION

---

**A**T a time like the present, when there is a great and growing diversity of opinion regarding the proper scope of education and the relative excellence of opposing systems, when elective studies and specializations are permitted and encouraged beyond measure, it may be well to indicate the principles underlying the course of studies offered to students of Creighton University. It seems almost self-evident

**First.** That there are some branches of study absolutely necessary in any scheme of liberal education. Without a knowledge of these, no man can be called educated.

**Second.** That for a finished education there is in each of the departments of study, a minimum of knowledge essential for a man of culture.

**Third.** That the knowledge of the end should direct the choice of means; that therefore the selection of studies must depend on the end and aim of education.

**Fourth.** That the aim of a truly liberal education is the harmonious development of all the faculties, the careful training of mind and heart, and the formation of character, rather than the actual imparting of knowledge and the specific equipment for a limited sphere of action.

**Fifth.** That all branches of study are not equally serviceable for this mental and moral development; that some contain mind-developing factors and character-building elements which no electivism should replace.

**Sixth.** That precepts, models and practice should keep pace in every well-ordered system; that all branches should be directed to some one definite end. Language lessons in ancient and modern tongues should proceed *pari passu* if the studies are to be co-ordinate and unity maintained.

**Seventh.** That young students are not proper judges of the studies essential for a systematic and thorough development of their faculties.

**Eighth.** That selection of studies should be permitted to none but those whose minds have already been formed by the studies essential to character-building and who have themselves practically determined upon their own life-work.

**Ninth.** That religion should not be divorced from education; that morality is impossible without religion and that it is far more important than knowledge for the welfare of the individual and the safety of society. The commonwealth needs good men more than it needs clever men.

**Tenth.** That there is no royal road to knowledge. Placing a name on the register of a college does not make a student; a multiplicity of courses which a student is free to ignore does not make a scholar.

**Eleventh.** That the standing or grade of a college varies directly as the amount of study and acquirements made requisite for a degree.

**Twelfth.** That the education given by a college should be general, not special. In this way it lays the foundation for specialties and the independent research appertaining to universities.

**Thirteenth.** That all the studies pursued need not be directly useful in after life

Guided by these principles, Creighton University, in the Classical Department, offers a course of studies superior to that of the large non-Catholic Universities, though they are more richly endowed and have a larger clientage to draw upon for higher studies. It does not offer many courses or pretend to satisfy every applicant by allowing him to select at will from branches sometimes incompatible and often of secondary importance, thus leaving considerable gaps in the knowledge of essential subjects. It maps out a curriculum which make obligatory such branches as, in some form, however elementary, are deemed absolutely necessary for a liberal education. It does not promise that the youth who takes this prescribed course will have a specialist's knowledge of any individual branch; nor does it say that he will be wholly educated at the completion of his course; but it does claim that he will have a more harmoniously rounded education and will be intimately acquainted with a greater number of essential branches than by following a collegiate system based on electives and specialties. The course may not suit all comers, it is not intended to meet the wants of all, especially of those who regard electives as the one thing necessary; but it does afford a good, sound, thorough, practical education to persons who are satisfied with the method and principles already enunciated.

Creighton University does not condemn moderate electivism for under-graduates or specialization for particular students. There are plenty of Catholic Institutions that very wisely and properly meet these demands, in accordance with their chosen scope and purpose; but this institution is designed for those who want a good general classical and scientific education. It does not pretend to teach everything, but it does claim to teach thoroughly and successfully the

branches it undertakes to teach. Its motto is "Non multa sed multum." It believes in "Unum post aliud," in thoroughness, concentration and method.

It will be seen then, that this Institution has a clearly defined scope, that its chosen sphere of activity is distinctly marked out. By keeping to its own field, it will do more for its clients than by undertaking work for which it has neither financial resources, facilities, appliances nor demand. Strange though it may seem, it is really possible to obtain the Degree of Bachelor of Arts with less scholarship, by selecting easy courses in some colleges of higher standing in which the elective system prevails, than it is under the system which prescribes a definite course and leaves little latitude of choice.

The absence of religious and moral instruction, so prevalent in some colleges, is to be deplored, not merely because man is thereby left without rudder and compass in some of the most difficult and stormy situations when conscience must at all hazards retain its supremacy; but because such instruction, even if we do not take into account the truth of the tenets it upholds, plays no ignoble part in the development of the mind, the establishment of high ideals and the growth of a reverent regard for man. In the Catholic method great stress is laid on mental and moral philosophy, which are considered the crowning glory of undergraduate effort. Rational philosophy as a means of developing young manhood is a marvel of strength and effectiveness, a continual wonder to those who witness its transforming excellence. But to obtain these results philosophy must be such in reality as well as in name. It must not content itself with vague groping after light, with teaching the history of philosophy; detailing the vagaries of the human mind, without venturing to condemn them; exposing the contradictory systems which have held sway for a time, without any expression of opinion as to the fatal defects which caused them to be discarded; but it must present a logical, unified, complete system of mind culture in accord with the established laws of human nature; it must take its stand on some definite proposition expressive of truth; it must rise to the dignity of a science. With such a definite system to defend against attack, the mind becomes more acute and plastic, the logical powers are strengthened, the value of a proof is properly estimated, the vulnerable points of error are readily detected and truth comes forth triumphant from every conflict of mind with mind.

We claim credit, then, for the time spent in religious instruction, because it is the highest degree of mind-forming and thought-developing study; and it is introduced into every class. It is an avenue of culture, closed to so-called non-sectarian institutions on account of the obstinacy with which our countrymen persist in divorcing religion from education, thus depriving themselves of one of the surest guaran-

tees of the perpetuation of popular government. At least an hour and a half a week are given to the formal presentation of religious truth during seven years. Should this not count for something with all who do not regard religion as merely an amiable weakness, unworthy of strong and virile minds? An energizing force which re-created the pagan world, should not be classed as a concession to exploded theories, a wornout remnant of effete superstitions, a legacy from the world of unrealities.

Few of our secular readers have any conception of the depth, breadth, scope and excellence of the evidences of religion as taught in Catholic Colleges. Still less do they understand the meaning of Catholic philosophy; what a field it embraces, how thoroughly it gets at the root of character and mind development.

Creighton University, by giving a good classical education, prepares its beneficiary to cope with the difficulties of life and compete successfully in the struggle. This will be seen from a consideration of the field covered by the curriculum. Besides a thorough course of religious instruction, and a knowledge of rational philosophy, it opens up the treasures of ancient and modern literature and languages, and establishes a familiarity with the best authors in Latin, Greek and English. It gives a working knowledge of the natural sciences; of physics and chemistry; a fair acquaintance with surveying, astronomy, a systematic training in mathematics. It teaches ancient and modern history, the various kinds of composition, elocution and oratory; it cultivates a graceful delivery, trains youth to debate and discuss live questions, forms the taste, enables the student to think, write and speak correctly and elegantly. It promotes an acquaintance with sociology, political science and economic laws. It finds place for the rules of harmony, it unfolds the constitution of the United States and the principles underlying a popular form of government. All this it does for its graduates; and it bestows proportionate favors upon those who fail to complete their course. These certainly are neither superfluous nor useless accomplishments, even for business careers.

Objection is sometimes made that our course of study is shorter than that of many non-Catholic institutions. But it must be borne in mind that some of the foremost educators are moving back to our position and agitating for a lessening of the time given to undergraduate work. However, Creighton University has forty weeks during the scholastic year instad of thirty-six, besides a larger number of class hours, and we feel confident that in few colleges, is there such serious study done. Hence we can cover the same ground in a shorter term of years.

In accordance with the spirit of the times which, in a mad rush for original research and discovery, shows no respect for either tradition or authority, empiricism seems to be considered quite as proper to the

educational field, as to the scientific work-shop. The treasured wisdom gathered from long and costly experience is readily cast aside and nothing appears worth consideration unless it be new. Few are content to be mere educators working along the safe line of established knowledge; every elementary teacher, no matter how imperfect his mental endowments must be a reformer, an inventor, a discoverer. Hence, flourish those never-ending and ever-varying fads, the bane of contemporary teachers. Catholic Schools have fortunately escaped this infection. When will educational leaders learn that it is better to be right than to be original; better to propose something safe than something startling, better to base a system on sound philosophy even if others have done the same before, than to leave the beaten track in search of untried and perhaps dangerous novelties? There are established principles and practices that must always have place in education because they are based on the nature of the human mind and the perennial needs of man, because they respond to aspirations as deep as human nature itself. Customs and habits and men may change, but human nature, never; therefore, the essential landmarks in mind-development, must remain immovable.

When Creighton University first opened its doors, Omaha was hardly ready to welcome a classical institution of learning. Primary education had not reached such a point of excellence as to furnish youths properly prepared for higher studies, but the taste and desire for classical attainments, marched ahead of the growth in population and in a few years saw an improvement almost magical. Tuition in the classical department being free, it was not necessary to advertise for students; they came of their own accord, were pleased with what they received and their subsequent success made the name of their alma mater known. Many young men who pay their own way through life, come from the neighboring states, board in private families, and attend the College classes. These form a noble contingent of earnest, brainy, studious, upright, ambitious, self-reliant youths who will yet carve their names in the history of the West. All the students apply themselves to the classics; all to the mathematics and the sciences; all study the other requisites of a liberal education; all are expected and required to labor with assiduity at the allotted tasks.

These few pages give an idea of the line along which Creighton University has been developed during the twenty-five years of its existence; and they enable the thoughtful and discriminating to judge whether it has failed to meet the wants of a living age. Unwillingness to adopt extreme views with regard to electives, specialties, novelties and fads, might more properly be urged as a proof that the Science of Education has been studied to some purpose.

As the grading of the classes is mainly based on the attainments in Latin and Greek, it happens not infrequently that students coming

from other institutions of learning, find themselves unqualified for classes for which they possess the requisite training in English and in mathematics. To meet the inconvenience to which such applicants would be subjected, were the general rule applied to them, special classes in Latin and Greek are formed, in which particular attention is paid to the branches in which the students are deficient. When sufficiently prepared, these special students are introduced into one of the regular classes.

There are instances, however, in which even this system of special classes will not answer the peculiar qualifications of individual students. To such as these, the Faculty always takes special pleasure in offering private assistance. More especially so, when on account of lack of opportunity in early life, such students find themselves older than the average student before being able to take up a classical course. Many such have come to Creighton University from neighboring states, encouraged by the cordial and helpful spirit which they knew awaited them; and after acquiring an education, they have admitted that they would have hesitated to undertake the task if it had not been for the encouragement and support so generously and freely extended to them.

It is sometimes taken for granted that the smaller colleges are small not only in the number of students, but also in the character of the education they give. That they furnish an inferior article; that they fail to do what they claim to do; that a lack of means is the main cause of their assumed failure. This view confounds education, which is essentially a personal development, with the worship of magnitude and the veneration of the colossal. It suggests also that the superiority of the larger institutions comes from the possession of unlimited means, larger buildings, better professors, more efficient teachers, a larger number of students and from teaching a greater number of branches. But the fact of them being large, does not necessarily insure a better education. The institution may be gigantic like a modern department store; but that does not prove that any one department gives a better choice or selection or more satisfaction than the smaller establishment, or is superior in any one line to an institution which devotes itself to fewer studies. Education "per se" does not absolutely require a big institution; for many master minds that have led the thought of the world, never had these advantages; and the personal, immediate, and continual contact with a sympathetic teacher of fewer attainments, but devoted to the work of developing minds and the building up of character, will accomplish more than the formal lectures of the most able professor who may not possess the gift of imparting knowledge. There are some institutions not vitally affected by meagre salaries, and the difficulty of retaining talented professors, as, for instance, those taught by the members of religious

orders who receive no salaries. It may be questioned whether the professors in large colleges are better teachers or more wrapped up in their work; whether they are more uniformly more talented and give their time and talents with such disinterestedness as to achieve better results.

The question of money may play an important part when there is need of elaborate scientific equipment; but all education does not begin and end in the laboratory; much of it is not concerned with the laboratory at all. Why should any note of inferiority attach to small colleges in matters purely intellectual such as literature, classics, history, mathematics, philosophy and other branches which need no apparatus and require only a sound mind in a sound body, a fair amount of talent, due application and a heart for the work? A college which professes to give a general education such as will fit its recipient for taking up professional or technical studies, is not to be judged by the same standard as universities which aim at specialization, private research and original investigation. It does not need the same extensive equipment for the particular work it maps out for itself; it may be mistaken in judging specialties to be out of place for those who have not yet completed an elementary education, but it deceives no one, if it does what it undertakes to do.

On account of the important place that many of the so-called large universities fill in the public eye, we are liable to forget that many of them are merely private institutions. Just like most of the small colleges which come in for severe criticism, Chicago University, Stanford University and a score of others, are entitled to no more rights and privileges, than the smallest parochial school in the most remote district of our Commonwealth. It is only by sufferance that large private institutions are allowed to have so great a voice in the shaping of legislation affecting education, and in furthering interests which are sometimes at variance with those of the common people, to whom freedom of education is dearer than the prestige of any university.

Those who are accustomed to measure progress and knowledge by "courses" and "units" and "hours" are inclined to regard our system somewhat disdainfully. It must, indeed, be admitted that we do not always "put the best foot forward," that we fail to put down in our catalogue eulogistic descriptions of courses, "more honored in the breach than the observance." These people do not understand the names we give to our classes, and they will not take the trouble to find out what we teach. Because they see no electives on the list, they conclude that we teach nothing but translation; and they let it go at that. So we are often constrained to cry out "*Barbarus hic ego sum, quia non intelligor illis.*"

## **SYSTEM OF EDUCATION**

---

### **STUDIES.**

---

The educational system of Creighton University is substantially that of all other colleges of the Society of Jesus. Those who desire to make either a scientific or historical study of that system, have abundant sources of information in "Loyola" of the Great Educators' Series, published by Scribner, and "Jesuit Education", published by Herder.

It is a decided advantage of the system followed in this college, that the student may begin his early studies in the High School, and then pass on, through the College course, to graduation in the same institution. This secures, besides the moral influence thus gained, a uniform and homogenous course of teaching and of training. The result of such a course of study is a continuous and normal development of the mental faculties along well-defined lines, and the possession of a clear and coherent system of principles upon which any special courses may afterward safely rest.

---

### **RELIGIOUS TRAINING.**

---

The moral and religious part of education is considered to be incomparably the most important. Catholic students in the Department of Liberal Arts, if not excused for good reasons, are urged to be present at daily Mass, and are required to attend the weekly lectures on the doctrines of the Church, to make an annual retreat, to approach the Sacraments of Penance and Holy Eucharist every month, and if they have not received the Sacraments of Penance, Confirmation or Holy Eucharist, to prepare for their reception.

---

### **LITERARY FACILITIES.**

---

There are various societies in which, under the moderatorship of College officers, the work of the class-room is supplemented, or special fields of study are cultivated.

A free library and reading room offer helpful means to the student for wider and fuller reading in connection with his studies.

## THE LIBRARY.

---

The School of Liberal Arts can now boast one of the best-equipped students' libraries in the country. For years, suitable books bearing on different departments of university work had been accumulated previously to the erection of the present handsome and spacious library building. Since this event, the liberality of enlightend friends has enabled the librarian to purchase thousands of volumes, comprising the great classics in different languages, numerous reference works of the most up-to-date and scholarly character, and books most practically helpful in the different lines of work in which our students engage. The library now contains over seventeen thousand volumes, and the enlargement still goes on. The systematic and thorough plan of cataloguing and distribution adopted has greatly increased the facility of consultation, and thus enhanced the value of the library as a college institution.

The Library is divided into ten great departments, each one of which may be said to constitute a special library on its own group of more or less closely related subjects. The first division contains general works of reference, such as bibliographies, dictionaries, cyclopedias, periodicals, society publications, etc. The second department is given to fiction; the third to works on logic, ontology, cosmology, psychology, ethics, and theodicy, together with the history of philosophy. The fourth division is assigned to religious works, such as different editions of the Bible, biblical commentaries, etc. Then comes theology—dogmatic, apologetic, and moral. These are followed by liturgical treatises, sacred eloquence, ascetics, ecclesiastical history, and more than two hundred and fifty volumes of patristic literature. After religious works comes the sociological library, embracing about one thousand of the best volumes to be found on its various branches. The Philological department is still in an undeveloped state, but is next to receive the attention of the librarian. The collection on the fine arts, embracing the best works, old and new, is a recent and specially valuable accession. The division of the Physical Sciences contains a well-furnished students' scientific library of the best works, theoretical and practical. English and American Literature alone is represented by several thousand volumes, while the department of biography boasts over fourteen hundred volumes. The Historical library is the most complete of all. It contains over two thousand volumes of the great standard historians of the different nations, ancient and modern.

In addition to the foregoing, the library has several thousand volumes replete with useful information furnished by the United States government, as well as by individual states and different associations. Of these departments the students make free use, by outside circulation and by consultation in their large and finely furnished reading room adjacent to the library.

## CLASS STANDING.

---

Thorough written examinations are made in all the classes in October, December, February and April. These examinations are competitive and are followed by a reading of marks. The percentage obtained by each student is announced and the Honors List is published. Those who make 90 per cent and upwards in the collective branches of the class, merit the distinction of First Honors, and those who gain between 85 and 90 per cent, Second Honors. Reports of the conduct and class standing of students are sent, after each examination, to parents and guardians. At the close of the session a Gold Medal of Excellence is awarded to the student who has made the highest average percentage in daily work and written examinations throughout the year. The final written examinations for promotion take place in June and an average of 66 2-3 is required for promotion. To prevent exclusive devotion to one pursuit it has been found necessary for culpable failure in the principal studies to refuse promotion to the main class. Hence students whose total marks in this examination are above the passing average, but who have fallen below 66 2-3 in some studies, will be "conditioned" in those studies and will not be promoted until the condition is removed by a satisfactory examination.

Parents and guardians should observe that absence and tardiness, even when excusable, affect class standing.

## ADMISSION.

---

Creighton College is for day scholars.

No student will be admitted who does not reside with his parents or immediate relatives, or, if this be impossible, with persons duly approved by the President of the University. Every applicant for admission who is not personally acquainted with some members of the faculty must submit proper testimonials of a good moral character. If he come from another school he will be required to present a certificate of good standing in the institution which he has left. All who desire to enter should be present and ready for work on the day the College opens. The faculty will exercise its judgment in regard to admittance after the opening day, and will admit only in exceptional cases and after an examination in all the work done by the class up to the time when the candidate wishes to enter.

As the work of the Academic department comprises the ordinary curriculum of approved High Schools, those who present a certificate of satisfactory completion of Eighth grade work in properly accredited Parochial and Public schools will be admitted without examination.

## THE CREIGHTON COLLEGE

---

Since uniformity of qualifications should exist in the classes, all other students applying for admission must pass an examination and secure a percentage of 66 in the necessary branches.

On account of age or peculiar circumstances, exemption from certain studies is sometimes conceded, in which case the scholar is placed "out of course", and is not reckoned a candidate for honors or prizes.

### TERMS.

Tuition is entirely free during the seven years of the Classical Course, which is open to students from any part of the Union .

No ordinary expenses are incurred except the cost of text-books, which is about \$7 a year.

Following the practice of all institutions of learning, to which free colleges like this are not an exception, students of the Natural Sciences are expected to pay for the use of chemical and physical apparatus. The charge is \$10 per annum.

The Graduation fee is \$10.

While the Vice-President will cheerfully direct students from a distance to find suitable homes at reasonable rates for board and lodging, neither he nor the other College authorities will consent to act as guardians, or in any way hold themselves responsible for the conduct of these students, when not actually under College supervision. Good board and lodging can be obtained at from \$3.50 to \$4.00 per week.

Owing to the large number of out-of-town students attending college and the difficulty of obtaining accommodations favorable to study, a building called the "Annex" has lately been erected in the vicinity of the University, for the purpose of providing non-resident students with board and lodging at reasonable rates and under conditions conducive to application, in case they find it impossible to attend some good Catholic boarding school.

In promoting this enterprise the college authorities have no intention to inaugurate any new system or to assume the responsibilities of a boarding school. The most they will undertake to do is to see that the management and direction of this house be placed in the hands of competent and reliable persons, upon whom it will devolve to secure the reasonable supervision required by parents in the case of such students.

**GENERAL REGULATIONS.**

---

Parents who wish to withdraw their sons before the end of the session are respectfully requested to give due notice of their intention to the Vice-President. Should any student leave of his own accord, or be withdrawn without such notice, or without giving satisfactory reasons, he will not be re-admitted.

To meet the known wishes of parents no student will be allowed to leave the College premises at noon recess without permission of the Prefect of Discipline.

Exemption from any of the classes or other exercises of the school must be obtained by parents or guardians. In no case will the matter be treated of with the students themselves. In case of absence or tardiness a note of excuse from parents or guardians will be exacted.

Any conduct unbecoming the character of a gentleman will be regarded as a violation of the School rules.

Flagrant offenses, such as are detrimental to the reputation of the school, or interfere with the good of other students, are grounds for suspension or for conditional or absolute expulsion.

For faults committed outside of the premises, the officers of the College cannot justly be held responsible, as students cease then to be under their jurisdiction; still should any serious charge be fairly substantiated, the offender shall be punished according to the gravity of the offence.

---

**PARENTAL CO-OPERATION.**

---

The efforts of the teachers and prefects will be much facilitated if the co-operation of the parents can be secured.

Parents are, therefore, earnestly requested,

1st.—To insist upon daily study at home for two or three hours.

2nd.—To notify the Vice-President speedily in case their sons are withdrawn, absent or tardy: also if the quarterly report fails to reach them..

3d.—To attend to notifications sent by the Vice-President in the case of unexplained absence, or imperfect lessons during a considerable length of time

4th.—To require and examine the quarterly report, and not to omit inquiry regarding marks which fall below 70.

## DAILY ORDER.

---

The College is open every morning at half past 7 o'clock. Those who come before the time of class proceed at once to the class rooms, and devote the interval to private study. All are required to be present five minutes before half past 8 o'clock, at which hour the Catholic students hear Mass. At 9 o'clock a. m. the regular exercises of class commence, closing at 3:15 o'clock p. m.

Special arrangements will be necessary in each individual case to excuse late arrival. In every instance the reasons for exemption are to be presented by parents or guardians.

## HOLIDAYS.

---

The following are ordinary holidays:

Every Thursday; all the holy days of obligation; from December 22 to January 3; from Wednesday in Holy Week to Tuesday in Easter Week.

---

## COLLEGE ORGANIZATIONS

---

### SOCIETIES FOR RELIGIOUS CULTURE.

---

#### 1.—The Sodality of the Immaculate Conception.

The Sodality is an organization of Catholic students who purpose to aim at a more than ordinary degree of earnest and practical Christian virtue. To attain this end the principal means employed is devotion to the Blessed Virgin Mary, Mother of God, by the study and imitation of her virtues, and by practices of piety in her honor; because the Mother of Christ, who was so intimately associated with Him during His earthly life, in the work of redemption, is still close to Him in Heaven and intensely active and powerful for our sanctification.

The purpose of the Sodality, therefore, is not limited to fostering the personal piety of the Associated members. It aims, furthermore, at instructing them in methods of Christian zeal and charity, and stimulating them to the performance of corresponding good works.

The result is to make them at once devout Christians and men of action such as the social needs of the present day appear to demand.

At the weekly meetings the Little Office of the Blessed Virgin is recited and an appropriate instruction or exhortation is given by the Director, a member of the Faculty.

## **2.—The Apostleship of Prayer—League of the Sacred Heart.**

To encourage devotion to the Sacred Heart and to enable the students to acquire, while at Collge, the zeal for the interests of Our Lord, which is so general among the laity of the Catholic Church, the Apostleship of Prayer was established in 1879, and since then few of the students of the University have failed to have their names enrolled as active members.

## **3.—The St. John Berchmans Sanctuary Society.**

The object of this Society is to consult the beauty and the Solemnity of Divine worship by an accurate observance of the liturgic rites and ceremonies, and to afford Sodalists of exemplary deportment the sacred privilege of serving at the altar. The Sanctuary Society was organized in 1884, and has always counted from thirty to forty members.

---

# **SOCIETIES FOR ORATORICAL CULTURE.**

---

## **1.—The Creighton Oratorical Association.**

As its name implies, this society trains its members to readiness and fluency in speaking before an audience. To this end likewise tends the attention paid to historical study and to composition. Meetings are held on Wednesday evenings and debates alternate with orations, recitations and literary essays. The Association was organized in 1884 and is composed mainly of University students. In 1899 it was admitted to the Nebraska Collegiate Oratorical Association and during the month of January each year a contest takes place to determine the representative in the State contest.

## **2.—The Creighton Literary Society—**

Since December, 1899, the members of this society have, by their earnestness in preparing themselves for appearance in public, well realized the purpose of its recent foundation, which was to secure for the lower classes of the course, advantages which the Creighton Oratorical Association insures to the higher.

### **3.—The Creighton Dramatic Circle.**

To further the study of dramatic literature, to improve in elocution, in interpretation, in impersonation and in public speaking, and to insure versatility, polish and self-reliance, the Dramatic Circle was organized in 1899.

---

## **SOCIETIES FOR MUSICAL CULTURE.**

---

### **1.—The Creighton University Orchestra and Band.**

Organized in 1906 to take the place of the Mandolin Orchestra established in 1899.

These organizations, besides offering the members training in instrumental music enable them to minister to the enjoyment of their fellow students and of their friends at public entertainments.

### **2.—The University Glee Club.**

The object of the Glee Club is similar to that of the Orchestra in furthering a taste for vocal music. Its existence dates back to 1885.

---

## **OTHER SOCIETIES.**

---

### **The Creighton Alumni Association.**

The Alumni Association was organized Oct. 26, 1903. Its object is to preserve and strengthen the ties of fellow-feeling and friendship among former students of the College and to afford them an opportunity of showing their attachment for their Alma Mater.

The following are eligible to active membership: (a) Regular Graduates of the School of Arts; (b) Adoptive Alumni; (c) Ex-Students of the Collegiate Department whose classes have graduated.

The honorary members shall consist of those on whom the Association may see fit to confer the title.

### **The Creighton University Athletic Association.**

This society was organized for the double purpose of fostering a college spirit and of encouraging healthful bodily exercise among the students. The latter aim is not considered as an end sufficiently worthy in itself, but rather as an aid to earnest application to more serious pursuits. The association has been in existence a number of years, but only during the last four years has it made its presence felt in intercollegiate contests on the gridiron and the diamond. A

new impetus was given to outdoor sports by the laying out of the athletic field near the University buildings, and by providing larger and more convenient apartments with baths and lockers for the exclusive use of the players. It is the hope and purpose of the association to further indoor athletics to a like extent by fitting up in the near future a modern gymnasium with all necessary appurtenances.

#### **The Student's Library and Reading Room Association.**

To the officers and members of this Association do the students owe their facilities for interesting and useful reading. Under their management the Library has been open free to all from the year 1880. The periodicals regularly received number thirty-eight. A volunteer corps of librarians is in attendance during four hours on class days and during two hours on free days.

Since 1903 the association has been able to offer to the students all the accommodation afforded by the new reading room. This room, 54 by 60 feet in extent, occupies the lower floor of the main building, is handsomely decorated and well lighted. Removed from the noise and distraction of the street and of the play grounds the student can here at his ease devote his leisure time to reading or study.

---

#### **LIBRARY CATALOGUING.**

---

In order to make the library available to all, the exhaustive method of cataloguing and indexing, begun in 1900, has been continued by a corps of librarians chosen from among the students of the collegiate department. The dictionary catalogue is, at present, sufficiently complete to permit of immediate attendance to current accessions. The charging system adopted during the past year is one approved by the American Library Association and in use in the best libraries throughout the country.

Course of Studies  
in the  
High School or Academic  
Department.

---

The Creighton College,  
Omaha, Nebraska.

## THE CREIGHTON COLLEGE

---

### GENERAL STATEMENT .

---

The High School course at Creighton embraces four years. The classes are called Humanities, First Academic, Second Academic, and Third Academic, corresponding more or less to the Senior, Junior, Sophomore and Freshman classes of the ordinary high school. This course has more weeks in the year and more class hours in the week than the public high school, and, therefore, it covers a larger field and takes in more branches. Accordingly a student who has successfully finished the seventh grade, is usually fit for the Freshman or Third Academic Class.

It is necessary to reach down to the seventh grade, because the pupils coming from many different primary schools are unequally prepared for high school work.

This division of years, making seven in the primary schools, four in the high school department and three in the college, enables a student who begins school at seven years, to enter the high school at fourteen and college at eighteen. He can then begin professional, technical, or university studies at twenty-one after acquiring a thorough liberal education, without bearing the unnecessary burden of specialties. For the successful pursuit of these specialties he will be best prepared by a good general education.

The program of studies here given is based on the Grammar Method. A ready knowledge of English Etymology and some acquaintance with Syntax are required at entrance as a foundation for the study of Latin. Etymology forms the chief study in Latin during the first year. Accurate memory work and daily drill, both oral and written, are employed to secure familiarity with Latin forms. The synthetic method gives way to the analytic when an author is taken up to insure the knowledge already gained. Habits of close observation, of persevering study, of precise statements and of logical method are inculcated. Thus the pupil becomes conscious of the progress made and acquires confidence in himself. A review of the English Grammar runs parallel with the study in Latin. This affords an opportunity for illustration and comparison, and the study of English is rendered intelligible and interesting.

During the second year the case constructions of Latin are studied by precept and practice. In English diligent comparison with Latin constructions, makes possible an intelligent discussion of English syntax. During the third year the study of Latin syntax is pursued and completed, at least, in the outline. The fourth year is devoted to a formal and systematic review of the entire field of grammar. The study of Latin and Greek here go hand in hand; idiom is balanced

against idiom; the historic influence of Greek thought and of Greek expression upon the Latin language is traced and defined.

The relation and co-ordination of parts studied separately are now examined that symmetry and unity may characterize the science of language acquired. Without this broad and deep insight derived from the final review, the preparation for the specific study of literature would be incomplete.

Gradual and harmonious development on a systematic basis is also the aim in the selection and gradation of the other studies in this department. It is desired to secure for the student at all times a deep appreciation and a firm grasp of the subject matter in hand, thus to provide a solid foundation for future scholarship.

## THE HIGH SCHOOL COURSE

---

### LATIN.

---

**Course I.** (Humanities Class) Five hours a week, one year.

(a) Grammar (First Term) Syntax reviewed with all notes.—Prosody begun.

(Second Term) Prosody continued, Comparative Grammar.

(b) Composition: Two written Exercises every week in imitation of Authors.

(c) Authors: (First term) Caesar Bk. III. and IV. or V. and VI.

(Second term) Cicero, De Amicitia.—Pro Marcello.—Virgil.—Eclogues I. and IV.

**Course II.** (First Academic Class) Five hours a week, one year.

(a) Grammar. (First term) Syntax of moods and tenses to the end, excluding more difficult notes.

(b) Composition Daily Drill on rules seen in the grammar.—Written exercises based on Caesar and Cicero, three times a week. Oral review once a week.

(c) Authors. (First term) Caesar, Bk. I. and II.

(Second term) Cicero's Selected Letters; Caesar, selections, or Nepos with a special study of difference of idioms in Latin and English.

(d) Memory Lesson. 250 lines of Author each term.

**Course III.** (Second Academic Class) Five hours a week, one year.

## THE CREIGHTON COLLEGE

---

(a) Grammar. (First term) Review of Etymology with all irregularities.—Syntax of all case constructions, without notes and exceptions.

(Second term) Thorough study of case constructions.

(b) Composition. Daily Drill on rules studied. Longer written exercises twice a week in imitation of Author.—Oral Review once a week.

(c) Authors. *Historia Sacra*; *Nepos*—Selected Lives; *Phaedrus*.

(d) Memory Lesson. 200 lines of Author each term.

**Course IV.** (Third Academic Class) Seven hours a week, one year.

(a) Grammar. (First term) Regular declensions and conjugations.—Rules of Concord.

(Second term) Review of declensions and conjugations, with exceptions and irregularities of nouns, pronouns, adjectives and verbs.—Elementary rules of Syntax.—Written exercises in imitation of Author three times a week.

(c) Authors. Extracts from Grammar, *Historia Sacra*.

(d) Memory Lesson. 150 lines each term.

**Course V.** (Special Class) Ten hours a week, one-half year. Five hours a week one-half year.

(a) Grammar. (First term) Declensions and Conjugations, regular and irregular.—Elementary Rules of Syntax.

(Second term) Syntax of case constructions with all exceptions.

(b) Composition. Daily Drill on precepts, and longer written exercises three or four times a week. (*Bennet's Latin Lessons*, first term.)

(c) Authors. *Nepos' Selected Lives*.—Reading lessons in *Bennet*.

(d) Memory Lesson. 200 lines of Author.

---

## GREEK.

---

**Course I.** (Humanities Class) Five hours a week, one year.

(a) Grammar. (First term) Etymology and Syntax reviewed with all notes and exceptions.—Greek word building.

(Second term) Comparative Grammar.

(b) Composition. Written exercises on Syntax in imitation of Authors.

(c) Authors. (First term) *Palaephatus*; *Xenophon's Anabasis*.

(Second term) *Anabasis* Bk. V—*St. John Chrysostom on Eutropius*.

**Course II.** (First Academic Class) Five hours a week, one year.

## THE CREIGHTON COLLEGE

---

(a) Grammar. (First term) Review of Etymology, with exceptions and irregularities.—Syntax of case constructions.

(Second term) Syntax of Moods and Tenses, without exceptions.

(b) Composition. Daily Drill on precepts.—Written exercises based on Author.

(c) Authors. (First term) Reading lessons in the Grammar.

(Second term) Xenophon, Anabasis, Bk. I.

**Course III.** (Second Academic Class) Five hours a week, one-half year.

(a) Grammar. Regular declensions.—Conjugations of verbs.—Formation of tenses of mute and liquid verbs.

(b) Composition. Daily drill in writing Greek in application of precepts.—Translation of simple sentences, in writing, two or three times a week.

(c) Authors. Reading lessons in the Grammar.

**Course IV.** (Special Class) Eight hours a week, four months.

(a) Grammar. Declensions and Conjugations, regular and irregular.—Syntax of case constructions.

(b) Composition. Daily drill on precepts, written exercises based on Author, four or five times a week.

(c) Author. Reading lessons in Grammar.

---

## ENGLISH.

---

**Course I.** (Humanities Class) Three hours a week, one year.

(a) (First term) Precepts.—Style, Qualities, Varieties.—Wit and Humor.

(Second term) Species of Prose Composition, Narration, Description, Dialogues, Versification.—Coppens, S. J. Bks. IV. and V.

For reference: Genung, Hill, Hart, Scott, Denny.

(b) Composition. Once a week a written paper in illustration of the Precepts and Models studied in class. Daily exercises in literal or elegant translation of Latin or Greek Author.—Practice in Versification.

(c) Authors. (First term) Selections from Irving, Addison, Prescott, Macaulay, DeQuincey.

(Second term) Scott's "Lady of the Lake," Longfellow's "Evangeline," and "Tales of a Wayside Inn."—Aytoun's and Macaulay's Ballads and Lays. Selections from Catholic Poets.

## THE CREIGHTON COLLEGE

---

**Course II.** (First Academic Class) Five hours a week, one year.

(a) Precepts. (First term) The choice and Use of Words.—Purity.—Propriety.—Precision.—Sentence Structure.

(Second term) Paragraph Building.—Figures of Speech.—Letter Writing.

(b) Practice. Daily exercises on Precepts and Models.—A composition once a week as home work, according to a plan suggested and discussed in class.

(c) Authors. Selections from Irving, and from standard novelists.—Knight's "Half-hours with the Best Letter-writers."—Gray's Elegy.

**Course III.** (Second Academic Class) Five hours a week, one year.

(a) Precepts. (First term) English Syntax.—Discussion of the proper and improper use of the parts of speech.

(Second term) Analysis of complex sentences in prose and verse. Logical analysis of paragraphs.

(b) Practice. Daily drill in correction of false syntax or in analysis of sentences.—Two compositions each week as home work.

(c) Authors. Brown's "Rab and His Friends;" Goldsmith's "Deserted Village," Hawthorne's "Twice-Told Tales," "Irving's Sketch Book," Poe's "Gold Bug" and "Purloined Letters," etc.

(d) Memory work. Selections from Goldsmith and Longfellow.

**Course IV.** (Third Academic Class) Five hours a week, one year.

(a) Precepts. Etymology.—Analysis of Sentences.—Sentence building.

(b) Practice. Daily drill on Precepts.—Two compositions a week as home work.

(c) Authors. (First term) Ruskin's "King of the Golden River," "Dickens' Christmas Stories."

(Second term) Hawthorne's "Tanglewood Tales."—Choice selections from various sources.

(d) Daily practice in reading and orthography.

PUBLIC SPEAKING AND DEBATING.

---

**Course I.** Two hours once a week, nine months, besides special help given to individuals by the professor.

The object of this course is essentially the same as that of the corresponding course in the collegiate department, to acquire ease and fluency in addressing an audience. The work undertaken to this end by the students of the High School Department, is, however, of necessity, more specific and restricted in its scope than that of the College course. Absolute grammatical correctness and propriety of diction in composition form the requisites for admission, and this proficiency in extempore speaking, together with an apt and graceful delivery, should be the constant aim of the student at this stage of his progress. The exercises adopted with the view to such proficiency of themselves afford ample opportunity for higher development.

Exercises:

1. Declamation and elocutionary reading of selections in prose or verse, followed by judicious criticism for the benefit of all the students by the instructor, a member of the Faculty.

2. The writing and reading of original papers on topics of interest, with special attention paid to precision and elegance of language and to correctness of taste.

3. Reviews of select pieces of standard literature and estimates of character chiefly in classic fiction.

4. Discussion of the merits and influence of great men in history; of national movements, etc., as studied in class.

5. Regular debates on questions within the mental range of the members, involving careful preparation, clear, and logical treatment of argument and a forceful and easy delivery.

6. Off-hand speaking in rebuttal of argument or in the transaction of business.

7. The theory and practice of Parliamentary Law in the regular weekly sessions and in the extraordinary meetings called for the express purpose of making a study of this subject.

---

CHRISTIAN DOCTRINE.

---

**Course I.** (Humanities Class) One hour a week, one year.

Review of matter treated in Courses II., III., IV.—Lectures and discussion.

## THE CREIGHTON COLLEGE

---

Practical instructions on the Counsels, the Religious State, Religious Orders. Repetition and the development of the Instructions on Devotion given the preceding year; fuller explanation of Indulgences, Kinds, Conditions. etc.

**Course II.** (First Academic Class) One hour a week, one year.  
On Grace.—The sacraments and sacramentals.

**Course III.** (Second Academic Class) One hour a week, one year.

On the Commandments of God.—The Precepts of the Church, Sin and Virtue.

**Course IV.** (Third Academic Class) One hour a week, one year.  
On faith, its object, necessity, qualities.—The Apostles' Creed.

---

## HISTORY.

---

**Course I.** (Humanities Class) Two periods a week, one year—besides periods devoted to Historical Essays.

(a) Origin of the Human Race.—The Scripture Account and Evolution.—The Ancient Monarchies of the East.—Rise and Progress of Idolatry.—The Mission of the Hebrews.

(b) The Grecian States.—Settlement and Early History.—Sparta and Lycurgus.—Athens and Solon.—The Persian Invasion of Greece.—The Age of Pericles.—The Retreat of the Ten Thousand.—The Theban War.—Philip of Macedon.—Alexander the Great and his Campaigns.

(c) Rome and the Romans.—Romulus and the Monarchy.—The Roman Republic; its foundation and constitution.—The Agrarian Law.—The Laws of the Twelve Tables.—The Subjugation of Latium.—The Wars with the Samnites and with Pyrrhus.

**Course II.** (First Academic Class) Two hours a week, one year.  
Modern history from the beginning of the twelfth century to the end of the nineteenth.

(a) Origin and Causes of the Crusades.—The Kingdom of Jerusalem.—Frederick Barbarossa.—Richard Coeur-de-Leon, Saladin, Louis IX. of France.—Results of the Crusades.—Wars between France and England.—The Fall of Constantinople.

(b) Overthrow of the Moors in Spain.—The Reign of Ferdinand and Isabella.

The Discovery of America.—The Conquest of Mexico and of Peru.

## THE CREIGHTON COLLEGE

---

—Luther and the Reformation.—Charles V. and Philip II.—England under the Tudors and the Stuarts.—The Commonwealth and Oliver Cromwell

(c) France under Louis XIV.—The Rise of Prussia.—Frederick II.—The French Revolution.—Napoleon Bonaparte.—Revolutions in Various European States.—Victor Emanuel, King of Italy.—The Franco-Prussian War.—The New German Empire and the Republic of France.

Fredet's Modern History. References: Guggenberger, Sander-son.—Hardiman, Fisher, Sheldon.

**Course III.** (Second Academic Class) Two hours a week, one year.

The Period from the Foundation of the Roman Empire to the Migration of Nations.

(a) Rise of the Roman Empire, its rulers, condition of the people.—Christianity and its Influence on Society.—Struggles of the Infant Church.—The Empire at its Height.—The attempt to crush out Christianity.—Failure and decay.—The triumph of the Church.—Constantine and the Eastern Empire.

(b) Ancient German Tribes.—Their Invasions of the Roman Provinces.—The Huns.—The Vandals.—The Visigoths and Ostrogoths.—The Franks and the Lombards.—Rise of Mohammedanism.—The Papal States.—Pepin and Charlemagne.—The Normans and their Conquests.—The Greek Empire.—The Greek Schism.—Feudalism.

References: Guggenberger, S. J., Mommsen, Fisher, Grote, Parsons Ozanam, Green.

**Course IV.** (Third Academic Class) Two hours a week, one-half year.

A careful review of the history of the United States.

---

## GEOGRAPHY.

---

**Course I.** (First Academic Class) One Hour a week, one year.  
Physical Geography.

**Course II.** (Second Academic Class) One hour a week, one year.  
Review of Geography in connection with History.

**Course III.** (Third Academic Class) Two hours a week, one-half year.

(a) A rapid review of Geography for the two-fold purpose of

ascertaining the proficiency in this branch, of the first year students, and, (b) of training them to uniformity in the intelligent use of the atlas and in the drawing of outline maps in connection with the study of History.

---

## MATHEMATICS.

---

**Course I.** (Humanities Class) Four hours a week, one year.

(First term) Plane Geometry, Books I, II, III.

(Second term) Plane and Solid Geometry, Books IV., V., VI., VII.

**Course II.** (First Academic Class). Four hours a week, one year.

(First term) Algebra. Through Quadratic Equations.

(Second term) Wentworth's Advanced Algebra.

**Course III.** (Second Academic Class) Four hours a week, one year.

(First term) Algebra. Fundamental operations (reviewed).—Fractions.

(Second term) Fractional Equations.—Quadratics.

**Course IV.** (Third Academic Class) Five hours a week, one year.

(First term) Arithmetic. Percentage and its application.—Ratio and Proportion.—Mensuration.—Series.—Advanced Test Examples.

(Second term) Algebra. Fundamental operations.

---

## ELOCUTION.

---

**Course I.** (Humanities Class) One hour a week, one year.

Vocal Culture.—Repetition of work of preceding years.—Power, Stress, Melody, Pitch, Tone, Slides and Waves.

Gesture Drill.—More difficult positions.—Complex gestures.—Calisthenic exercises.—Concert drill.

Renditions of Metrical Compositions.—Expression of the passions.

**Course II.** (First Academic Class) One hour a week, one year.

Vocal Culture.—Repetition of work of preceding years.—Inflection of words and sentences.—Pauses and Cadences.—Qualities of voice.

## THE CREIGHTON COLLEGE

---

Gesture Drill.—Combinations of simpler gestures and movements.—Calisthenic exercises.—Concert drill.

**Course III.** (Second Academic Class) One hour a week, one year.

Vocal Culture.—Repetition of work of preceding years.—Breathing exercises.—Articulation.—Pronunciation.—Concert Drill.—Gesture drill.—Position and movement.—Varieties of simple gestures.—Calisthenic exercises.—Concert drill.

**Course IV.** (Third Academic Class) One hour a week, one year.

Vocal Culture.—Breathing exercises.—Articulation.—Pronunciation of Vowels and Consonants.—Concert drill.

Gesture Drill.—Positions in reading and declamation.—Simple gestures.—Calisthenic exercises.—Concert drill.

---

## MODERN LANGUAGES.

---

**Course I.** German. Three half-hours a week, one year.

(a) Precepts. Syntax completed. Comparison of idioms in English and German.

(b) Practice. Exercises in translation, both oral and written.

(c) Authors. Classic selections at the option of the professor.

**Course II.** German. Three half-hours a week, one year.

(a) Precepts. Etymology.—Fundamental Rules of Syntax.—Idioms

(b) Practice. Reading exercises, oral and written, in translation.

(c) Authors. Extracts from Grammar.

**Course III.** French. Three half-hours a week, one year.

(a) Precepts. Review of irregular verbs.—Syntax completed.

(b) Practice. Oral and written translation.

(c) Authors. Selections at the option of the professor.

## THE CREIGHTON COLLEGE

---

**Course IV. French.** Three half-hours a week, one year.

(a) Precepts. Etymology to irregular verbs.—Easier rules of syntax.

(b) Practice. Reading.—Oral and written translation.

(c) Authors. Extracts from Grammar.

---

### BUSINESS COURSES.

---

**Course I. Bookkeeping.** Three hours a week, one year.

Double entry.—Day Book.—Journal.—Ledger.—Cash Book.—Sales Book.—Trial Balance.—Balance Sheet.—Checks.—Notes.—Drafts.—Receipts, etc.

**Course II. Business Writing, Advanced Course.** Two half-hours a week, one year.

Review of the work of the preceding year.—The Palmer Method completed.

**Course III. Business writing.** Three half-hours a week, one year.

Introduction to rapid and easy writing, according to the Palmer Method.

---

### VOCAL MUSIC.

---

One-half hour a week and one hour's joint practice after class hours.

**AIM.** Since both the theoretical and practical knowledge of musical notation and tone production are regarded as integral parts of a general and liberal education, it is the aim of the instructor in vocal music to impart a general, rather than a specific training in this art. In many of the primary schools the foundation is already laid; but it is deemed desirable to insure the possession of that knowledge and to enhance it, while the student is engaged in academic studies.

**COURSES.** The courses are arranged as far as can be done conveniently with the needs of the pupils, in regular gradation according to the judgment of the instructor, in such a manner, however, that at least one-half hour a week is devoted to each of the different grades.

Besides this regular course, one hour's practice a week is usually afforded to select groups of pupils showing any marked aptitude for vocal music.

---

THE CREIGHTON COLLEGE

---

WEEKLY TIME SCHEDULE.

---

HUMANITIES CLASS.

	Course.	Hours.
Latin	I.	5
Greek	I.	5
English	I.	3
History	I.	2
Mathematics	I.	4
Christian Doctrine	I.	1
Elocution	I.	1
Bookkeeping		3
		<hr/> 24

---

FIRST ACADEMIC CLASS.

	Course.	Hours.
Latin	II.	5
Greek	II.	5
English	II.	5
History	II.	2
Mathematics	II.	4
Christian Doctrine	II.	1
Elocution	II.	1
Physical Geography		1
		<hr/> 24

---

SECOND ACADEMIC CLASS.

	Course.	Hours.
Latin	III.	5
Greek	III.	5
English	III.	5
History	III.	2
Mathematics	III.	4
Christian Doctrine	III.	1
Elocution	III.	1
Geography	III.	1
		<hr/> 24

---

THIRD ACADEMIC CLASS.

	Course.	Hours.
Latin	IV.	7
English	IV.	7
History	IV.	2
Mathematics	IV.	5
Christian Doctrine	IV.	1
Elocution	IV.	1
Geography	III.	1
		<hr/> 24

Course of Studies  
in the  
Department of Liberal Arts.

---

The Creighton College,  
Omaha, Nebraska.

## THE COLLEGE COURSE

---

The College course and the High School course, taken together, embrace seven years at Creighton. The College course is one of three years. The classes are called, Philosophy, Rhetoric and Poetry. The lowest, or Freshman, is called Poetry Class, because Poetry, in its best models, ancient and modern, forms the chief subject of study. Sophomore is called Rhetoric Class, because the study of Rhetoric or Oratory is the main object of this class. The Senior year is called Philosophy, because Philosophy is there studied exclusively.

The course at Creighton has a greater number of weeks in the year, and a greater number of class hours in the week, so that three years' work is about equivalent in time to the four years of other colleges.

The High School course at Creighton embraces four years.

This division of years, making seven in the primary schools, four in the high school department and three in the college, enables a student who begins at seven years, to enter the high school at fourteen and college at eighteen. He can, then, begin professional, technical or university studies at twenty-one, after acquiring a thorough liberal education, without bearing the unnecessary burden of specialties. For the successful pursuit of these specialties he will be best prepared by a good general education.

### PHILOSOPHY.

---

**Course I.** (Logic).—Five hours a week for half a year.

(a) Minor Logic or Dialectics

The nature of simple apprehensions.—Divisions of ideas.—Judgments and propositions.—Reasoning.—The categorical syllogism and its rules.—The hypothetical syllogism.—Other species of arguments.—Indirect reasonings.—Sophisms.—Philosophic discussion.

(b) Major or Critical Logic.

The nature of certainty and its elements.—The fact of certainty as opposed to skepticism.—The means of certainty in the senses, in the intellect, in authority, and in common sense.—Objective evidence the ultimate criterion of certainty.

**Course II.** (Mental Philosophy).—Five hours a week for half a year.

(a) General Metaphysics.

The nature of being; its concept and analogy, essence and exist-

ence, possible being.—The first principles derived from being.—The attributes of being, unity, truth, goodness, substance and accident, cause and effect.—The chief perfections of being.—The infinite, the necessary.—Order and beauty.

(b) Cosmology

The origin, purpose and perfection of the world.—The laws of nature and miracles.—Constitution of bodies; theories, ancient and modern.

**Course III.** Five hours, one-half year.

(a) Psychology

Life, plant life, animal life, intellectual life.—Cognition, sensitive and intellectual.—Appetite, sensuous and rational.—The human soul, its nature, its origin, its destiny.—Theories of evolution.

(b) Natural Theology.

The existence of God.—On atheism.—The essence of God, His infinite perfection.—On pantheism.—The immortality, immensity, eternity of God.—The knowledge, will and power of God.—Divine Providence.

**Course IV.** (Moral Philosophy)—Five hours, one-half year.

(a) General Principles.

The ultimate end of man.—The use of the present life.—The morality of human acts.—The essence of morality.—Accountability for moral acts.—Circumstances lessening accountability.—The passions.—Virtues and vices.

Law in general.—The eternal law.—The natural law.—Positive law.—Conscience.—Sanction of the moral law.

(b) Special Applications.

I. Individual rights and duties.

(A) Duties to God: adoration, faith, love.

(B) Duties to ourselves.—Suicide immoral.

(C) Duties to other men. (a) Justice and charity. (b) Duties regarding the minds and wills of others.—Lying. (c) Duties regarding the lives of others.—Homicide.—Self-defense. (d) Duties regarding honor.—Duelling.

(D) Rights of ownership. Communism.—Validity of titles to ownership.—Ways of acquiring property.—Transfer of property by contract.—Wages of laborers.

## II. Social Rights and Duties.

Society in general. The family.—Divine institution and necessity, unity and indissolubility of marriage.—Parental authority.—Education.—Master and servant.—Slavery.

## III. Civil Society

(a) Nature and origin.—The end of civil government.—The units composing civil society.—Civil authority.—The different forms of government.—Duties and rights of the government regarding moral and intellectual welfare.—Material prosperity.—Public morality.—Religious liberty.—Liberty of the press.—The social problem.

(b) Functions of the civil government.—Legislative; the judiciary, the executive.—Object of punishment.—Capital punishment.—Other penalties.—Duties of civil officers.

(c) International law.—The equal natural rights of nations.—Intervention.—Concordats.—War and arbitration.

---

## TEXT BOOKS.

---

Logic and Metaphysics.—Russo's *Summa Philosophica*. For reference, Hill, Stonyhurst Series, Poland, Coppins.

Ethics.—Jouin's *Elementa Philosophiae Moralis*. For reference, Russo, Hill, Coppins, Poland, Stonyhurst Series. Liberatore's *Political Economy*.

---

## LATIN.

---

**Course I.** (Rhetoric Class)—Five hours a week, one-half year.

(a) Cicero: *Pro Lege Manilia*, *In Catilinam*, I, II, III, IV.  
Horace: *Odes*, *Epodes*, *Satires* (selected).

(b) Latin composition in imitation of author.

(c) Sight translation.

**Course II.** (Rhetoric Class)—Five hours a week, one-half year.

(a) Cicero: *Pro Marcello*, *Pro Milone*.

Tacitus: *Agricola*, *Germania*.

(b) Latin composition in imitation of author.

Original composition in Latin.

(c) Sight translation.

## THE CREIGHTON COLLEGE

---

**Course III.** (Poetry Class)—Five hours a week, one-half year.

(a) Virgil's *Aeneid* (Book VI and selected passages from other books.

Horace's *Ars Poetica*, Easier Odes; Select Christian Lyrics.

(b) Composition in prose in imitation of Cicero. Off-hand translation into Latin from English text-books and from Homer.—Practice in verse-writing.

**Course IV.** (Poetry Class)—Five hours one-half year.

(a) Virgil's *Aeneid*, Books I and II.

Cicero: *Pro Archia*.

(b) Latin composition in keeping with Arnold's *Practice*, Parts II and III.

---

## GREEK.

---

**Course I.** (Rhetoric Class)—Five hours, one-half year.

(a) Demosthenes *Philippics* or *Olynthiacs*. St. Chrysostom, Eutropius. Sophocles.—*Oedipus Tyrannus* or *Antigone*.—Aeschylus.—*Prometheus Bound*.

(b) Composition, Imitation of Authors.

**Course II.** (Rhetoric Class)—Five hours, one-half year.

(a) Author—Demosthenes. *Philippics* or *Olynthiacs*.

(b) Composition.—Imitation of Author.

**Course III.** (Poetry Class)—Five hours, one-half year.

(a) Authors: Homer's *Iliad*, Bk. VI.—Selected Odes, from *Graeca Minora*.

(b) Composition.—Translation of Homer into Attic Greek.—Theme work.

**Course IV.** (Poetry Class)—Five hours, one-half year.

(a) Authors: Homer's *Iliad*, Bk. I, Selections from Bks. II and V.—Selected Odes.

(b) Composition.—Themes.

N. B.—In courses III and IV, a close metrical and literary analysis of the author is aimed at.—Homeric peculiarities are examined and discussed, and the Greek Epic Cycle is historically considered, as well as Homer's influence on literature.

References: Gladstone's *Works on Homer*; Lawson's *Successors of Homer*; Mahaffy, Grote, Felton.

ENGLISH.

---

**Course I.** (Philosophy Class)—Two hours a week, one year.

(a) Philosophy of Literature.—Canons of Criticism.—Study of classical authors, particularly writers on philosophical topics.—Discussion of course of argumentation.

(b) Practice.—Written papers on philosophical subjects.—Oral and written criticisms of papers presented in class.

**Course II.** (Rhetoric Class)—Three hours a week, one-half year.

(a) Precepts.—The different species of oratory: deliberative, forensic, demonstrative and sacred.

(b) Authors: Historical and critical study of the master orators, ancient and modern.

(c) Practice: A written paper on topics assigned.—Criticisms of speeches or essays presented in class.—Analysis of orations and outlines of speeches to be delivered. References: Quintilian, Kleutgen, Blair, Bardeen, Genung, Hill, etc.

**Course III.** (Rhetoric Class)—Three hours a week, one half year.

(a) Precepts: (Oratorical composition) Qualifications of the Orator, Oratorical topics.—Order of arguments.—The parts of an oration (Coppens, S. J.)

(b) Authors: The best specimens of British and American orators read, analyzed and discussed.

(c) Practice: A written paper each week in imitation of models, or in illustrations of precepts.

**Course IV.** (Poetry Class)—Three hours a week, one-half year.—Fiction.—Essays.—Poetry.

Theory: Ground principles of literary aesthetics. (a) Beauty 1st. What things are beautiful? 2nd. What are the qualities or elements constituting beauty. (a) Physical (b) Moral and spiritual sublimity.

(b) Criticism. Taste, imagination, sentiment. For reference: Jungman, Taparelli, Addison, Burke, Alison, Upton, etc.

(2) Fiction, Romance, Novels, and their different classes, objective, subjective, real, ideal. Origin, development, volume, worth and uses of English prose fiction.—The Metrical Romances, Mallory, Sidney, Lely, Lodge, Fielding, Smollet, Richardson, Goldsmith, Edgeworth, Scott, Dickens, Thackeray, Lytton, George Eliot, Stevenson, Howells, Crawford, etc.

## THE CREIGHTON COLLEGE

---

For reference: Tuckerman, Cross, Crawford, Howells, Brander Matthews on the Historical Novel; Arlo Bates' Aspect of Fiction.

(3) Poetry. Nature, province, divisions, qualities required in the poet.

For reference: Art of Poetry in the Britannica. Stedman's Nature of Poetry, and his Victorian and American Poets.—Sydney's "Defense of Poesy."—Shelley's "Defense of Poetry."—Leigh Hunt's "What is Poetry?"—Aristotle's Poetics.

Narrative Poetry. (1) The Epic, (2) The Metrical Romance, (3) The Metrical Tale, (4) The Ballad, (5) The Descriptive Poem, including Pastoral and Idyllic (6) The Allegory, (7) The Mock Heroic. Each kind studied in its nature, origin, history, present condition, etc.

Chosen specimens for class or private reading are examined according to the following method: (1) Mastery of the Subject, (2) Metre, Rhyme, Stanza, Structure (3) Classification (4) Purpose, (5) Plot, (6) Characters, (7) Setting, (8) Contrast, (9) Style, (10) Characteristics of Author, (11) Memory passages, (12) Life of Author, (13) Critical Opinion, (14) Comparative Study, (15) Collateral Reading.

For reference: Lanier's Science of English Verse. Heydrick's "How to Study Literature," Gummere's Handbook of Poetics.

**Course V.** (Poetry Class)—Three hours a week, one half year.

I. (a) Lyric Poetry and Nature. How distinguished from other kinds of Poetry, Varieties (a), (1) Simple (2) Emotional Enthusiastic, (3) Reflective. (b) (1) Sacred, (2) Patriotic, (3) Love Lyrics, (4) Lyrics of Nature, (5) Lyrics of Grief, (6) Reflective, (7) Convivial, (8) Lyrical Ballad, (9) Miscellaneous.

Classical specimens of each kind studied and explained in class-room in the following or some kindred order: Reading the Poem, Classification, Central Theme, Mood, Movement, Sound Structure, Style, Characteristics of Author, Memory Passages, Life of Author, Critical Opinion, Comparative Study, Collateral Reading.

(c) Origin and Growth of Lyric Poetry. Its great masters. Present condition.

For reference Gummere, Heydrick, etc.

II. Dramatic Poetry: (1) Tragedy, Comedy, The Reconciling Drama. Nature and characteristic of each. Difference between the Drama and other species of Poetry. Laws regulating Dramatic Composition.

(2) For class study and analysis, The Merchant of Venice, The Tempest, Hamlet, Macbeth, Richard III.

(3) Origin and History of the Drama; Shakespeare's place among dramatists.

## THE CREIGHTON COLLEGE

---

For reference. Blair, Moulton, Schlegel. Cyclopedia Britannica on Dramatic Poetry.

Essays: (1) Nature, Structure, Kinds, personal, narrative, critical, reflective.

(2) Models of each species used for reading and class analysis.

(3) Origin, history and value of the Essay in English Literature.

Practical original composition of novelettes, poems and essays, at least one composition a week.

---

### PRACTICAL ORATORY AND DEBATING.

---

**Course I.** Two hours a week for nine months, besides special conferences and help given to individuals by the Professor.

The object of this course is to train the students of the Collegiate Department to readiness and fluency in speaking before an audience. To this end it is conducted according to strict parliamentary practice as is usual in debating societies. The literary and oratorical exercises are always under the direct supervision of a member of the Faculty. They are as follows:

1. Declamation and Elocutionary Reading of extracts from the classic drama or from model orations.

2. Criticism and discussion of interpretation and delivery by the Instructor, or by critics chosen from among the more advanced members.

3. Composition and reading of stories, poems, and essays, historical, critical or personal. Careful preparation by means of extensive reading and of consultation with the Instructor is prescribed for this exercise.

4. Set orations illustrative of the precepts for oratorical composition, on topics suited to the speaker and his hearers and written and delivered with a view to producing in the audience actually present the desired effect of convincing or of persuading to action.

5. Extempore speaking on questions discussed, or on matters of business proposed in joint session or transacted by committee.

6. The theory and practice of Parliamentary Law in deliberative assemblies. This constitutes the object of the vigilance of the chairman and of students chosen for this purpose. Extraordinary sessions, too, are called for the explicit and exclusive study of parliamentary practice.

## THE CREIGHTON COLLEGE

---

7. Debates. The amount of time devoted to regular debates, the supervision exercised in the choice of questions, the assistance rendered in the preparation of arguments, make this exercise the most profitable of all undertaken. Questions of interest of a political or historical or economic nature, prepared by a special committee, afford an opportunity to all the students to engage in general discussion.

8. Lectures. From time to time lectures and conferences are given by the Instructor or by other members of the Faculty on subjects and on methods of study of practical value.

### EVIDENCES OF RELIGION.

**Course I.** (Philosophy Class) One hour a week, one year.

Apologetics. Christianity a Revealed Religion, Revelation in General.—Pre-Christian Revelation.—The Christian Revelation.—Institution of the Church.—The End of the Church.—The Constitution of the Church.—Marks of the Church.—The Teaching Office of the Church.—Sources of the Church's Teaching.—The Rule of Faith.

**Course II.** (Rhetoric Class) One hour a week—one year. Christian Dogma. The existence of God. The Nature of God.—The Attributes of God.—The Unity of God.—God in Three Persons.—God the Creator.—The Various Grades of Creation.—God the Redeemer of Fallen Man.—Grace actual and habitual.—The Sacraments as Means of Grace. The Sacraments in Particular.—The Church as a Means of Salvation.—The Last Things.

**Course III.** (Poetry Class) One hour a week, one year.

Christian Moral. The Basis of Morality.—Law and Conscience.—Conditions of Morality.—Moral Good and Moral Evil.—The Christian's Duties towards God, towards Himself and towards his Neighbor.—Christian Perfection.

### HISTORY.

**Course I.** (Rhetoric Class)—One period a week, one year. Nature and general laws of History.—Sources of Historical knowledge.—Qualities required in the historian.—General reliability of history.—Special sources of error

(a) False Statements. References.—Herodotus, Diodorus, Siculus, Rollin, Rawlinson, Lenormant and Chevalier, Froude.

(b) Suppression of facts. References.—Spalding's Miscellanea,

## THE CREIGHTON COLLEGE

---

Gibbon's Decline and Fall of the Roman Empire, Prescott's Conquest of Mexico

(c) Partiality. References.—Livy, Irving.

(d) Prejudice.

(e) False theories. References.—Hume, Mitford, Herder, Kant, Hegel, Guizot, Cousin, Michelet, Bancroft, Carlyle, Macaulay, Mitchel, Lingard.—Schools of History, Fatalistic, Descriptive, Judicial,—References.—Bossuet, Alzog, Darras, etc.—Philosophy of History.—References.—Voltaire, Montesquieu, Buckle, Guizot, Balmes.

**Course II.** (Poetry Class)—One hour a week, one year.—Ancient History from the first Punic War to the beginning of the Christian Era.—The first and second Punic Wars.—Antiochus the Great.—The Maccabees.—The third Punic War.—End of Grecian Independence.—The Romans in Spain.—War with Jugurtha.—The Civil Wars in Rome.—Marius and Sulla, Pompey.—Cicero and Cataline.—Julius Caesar.—His Conquest of Gaul and his victory over Pompey.—Caesar's death.—Octavius and Antony.—The Battle of Actium.—The Empire of Rome.

## MATHEMATICS.

**Course I.** (Philosophy Class) Two hours a week, one half year.—Differential and Integral Calculus.—Differentiation.—Maclaurin's and Taylor's Theorems.—Maxima and Minima evolutes and envelopes.—Tracing of curves.—Integration, Rectification, Quadrature, Cubature, Applications to Mechanics.—Surfaces in General.—(Hardy.)

**Course II.** (Rhetoric Class)—Four hours a week, one half year.—Advanced Algebra.—(Wentworth.)

**Course III.** (Rhetoric Class) Four hours a week, one-half year.—Analytic geometry.—Conic sections.—(Wentworth.)

**Course IV.** (Poetry Class)—Four hours a week, one-half year.—Spherical geometry and spherical trigonometry.—(Wentworth.)

**Course V.** (Poetry Class)—Four hours a week, one-half year.—Plane trigonometry and surveying.—(Wentworth.)

## SCIENCES.

### Astronomy.

**Course I.** (Philosophy Class) Five hours a week, one half year.

(a) The Doctrine of the Sphere.—The Earth, form, dimensions,

## THE CREIGHTON COLLEGE

---

rotation, mass and density.—The Moon.—The Sun.—Celestial Mechanics.—Comets and Meteors.—The Stars.

(b) Practice. Use of transit circle and of the equatorial. Use of the Ephemeris.—Calculation of Eclipses.—Use of the spectroscope.

### Geology.

**Course II.** (Philosophy Class) Two hours a week, one year.

(a) Dynamical Geology.—Winds, Weathering, Rivers, Glaciers, Lakes, the Ocean, Volcanoes, Earthquakes.

(b) Structural Geology.—Rock-forming Minerals.—Composition and Structure of Rocks.—Physiographic Structure.

(c) Historical Geology.—Archaen and Algonkian, Paleozoic, Mesozoic and Cenozoic Eras.

### Physics.

**Course III.** (Rhetoric Class) Three hours a week, one year.

(a) Light—Transmission, Reflection, Refraction.—Spectrum.—Analysis.—Polarization.—Diffraction.—Interference.—Theories of Light.

(b) Magnetism. Induction.—Lines of force.—Magnetic Dip.

(c) Statical Electricity: Induction.—Condensation.—Electrometers.—The Holtz and Wimshurst Machines.

(d) Dynamical Electricity: Batteries.—Galvanometers.—Measurement.—Generation in a Magnetic Field.—The Dynamo and the Motor.—Transformers.—Direct and Alternating and multiphase currents. Tesla effects.—Crookes Tubes.—Roentgen Rays.

**Course IV.** (Poetry Class) Three hours a week, one year.

(a) Mechanics.—Statics.—Dynamics.

(b) Gravitation and Molecular Attraction.

(c) Liquids.—Specific Gravity.—Surface Tension.

(d) Gases, Properties and Laws.

(e) Sound.—Physical Theory of Music.—Analysis of Vibration.

(f) Heat: General Effects.—Vaporization.—Latent Heat.—Specific Heat.

### Chemistry.

**Course V.** (Rhetoric Class) Two hours a week, one year.

(a) General Chemistry.—Positive or Metallic Elements.

(b) Laboratory Practice.

## THE CREIGHTON COLLEGE

---

**Course VI.** (Poetry Class) Two hours a week, one year.

- (a) General Chemistry.—Negative or Non-Metallic Elements.
- (b) Laboratory Practice.

---

### POLITICAL SCIENCE.

---

**Course I.** (Rhetoric Class) One period a week, one-half year.

General Principles of Government.

(a) State Governments.—Constitution.—Their nature, object, establishment.—Departments; legislative, executive, judicial.

(b) The National Government: Origin, nature, growth.—Its Function; the legislative, the judiciary, the executive.

**Course II.** (Rhetoric Class) One period a week, one-half year.

General Principles of Law:

(a) Municipal Law; civil rights, Contracts, real estate, criminal law.

(b) International Law; its nature and authority;—War and Peace Rights and Duties of Belligerents. —Rights and Duties of Neutrals.

---

### ELOCUTION.

---

**Course I.** (Philosophy Class) One hour a week, one year.

Mutual criticism of delivery and of interpretation.—Discussion.—Impromptu speaking.

**Course II.** (Rhetoric Class) One hour a week, one year.

Rendition of Oratorical and Dramatic Selections. The style of delivery suited to various species of oratory.

**Course III.** (Poetry Class) One hour a week, one year.

Interpretation and delivery.—Impersonation.—Constant application of theory and of experience acquired.

---

### TEACHERS' COURSES.

---

For the accommodation of those students who desire to qualify themselves for Superintendents' Examinations, special courses are

---

## THE CREIGHTON COLLEGE

---

arranged in Pedagogy, in Physiology and Hygiene, in Botany and Zoology, and in Analytical Chemistry.

In these special courses the hours of instruction and of laboratory work will depend upon the option of the instructors and the convenience of the students.

---

### WEEKLY TIME SCHEDULE.

---

#### PHILOSOPHY CLASS.

	Course.	Hours.
Mental Philosophy	I. and II.	5
Psychology and Ethics	III. and IV.	5
Mathematics	I.	5
Evidences of Religion	I.	1
English	I.	2
Sciences	I.	2
Elocution	I.	1
		<hr/>
		21

---

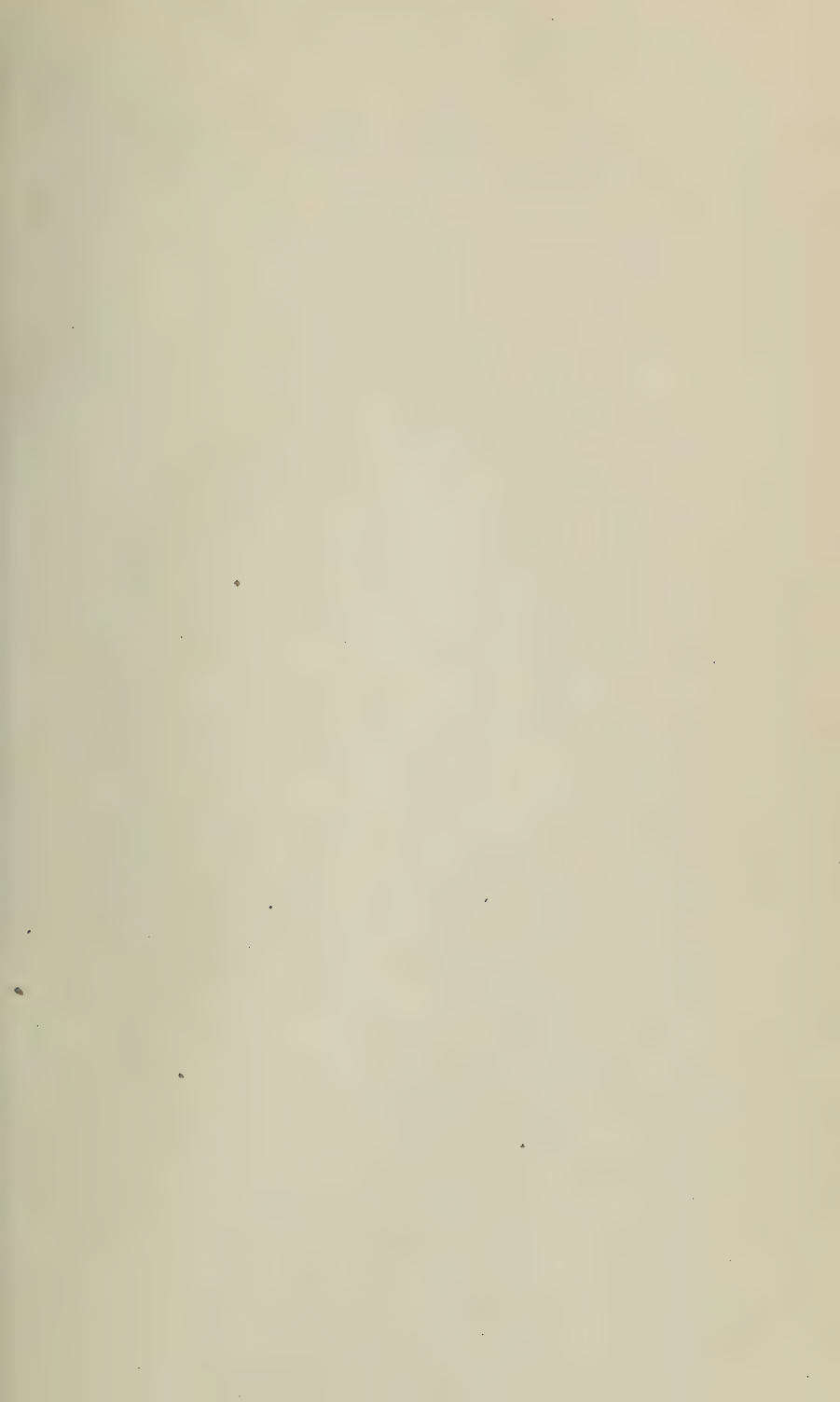
#### RHETORIC CLASS.

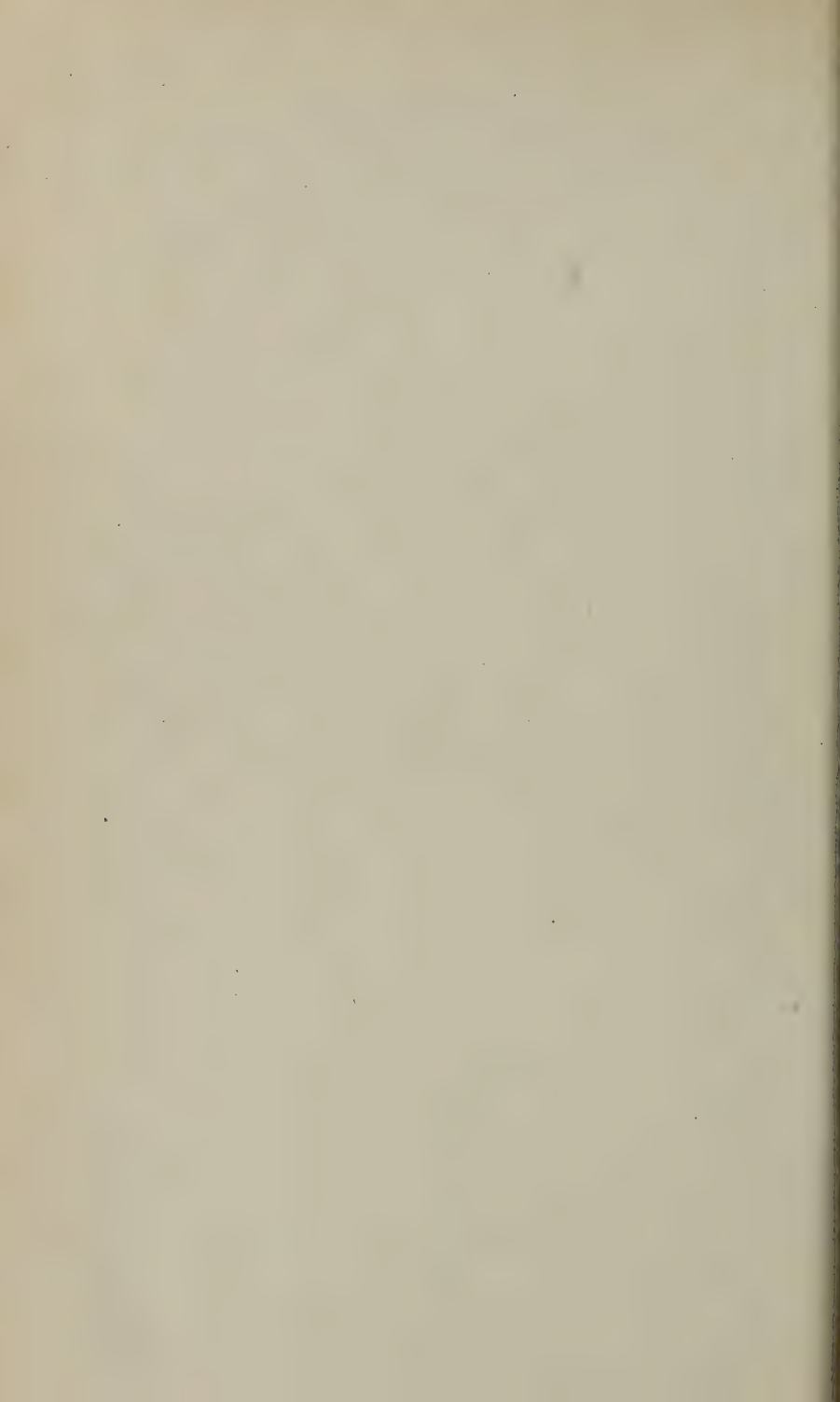
	Course.	Hours.
Latin	I.	5
Greek	I.	5
English	I.	3
Mathematics	II.	4
Political Science and History	I	1
Science	II.	4
Elocution	II.	1
Evidences of Religion	II.	1
		<hr/>
		24

---

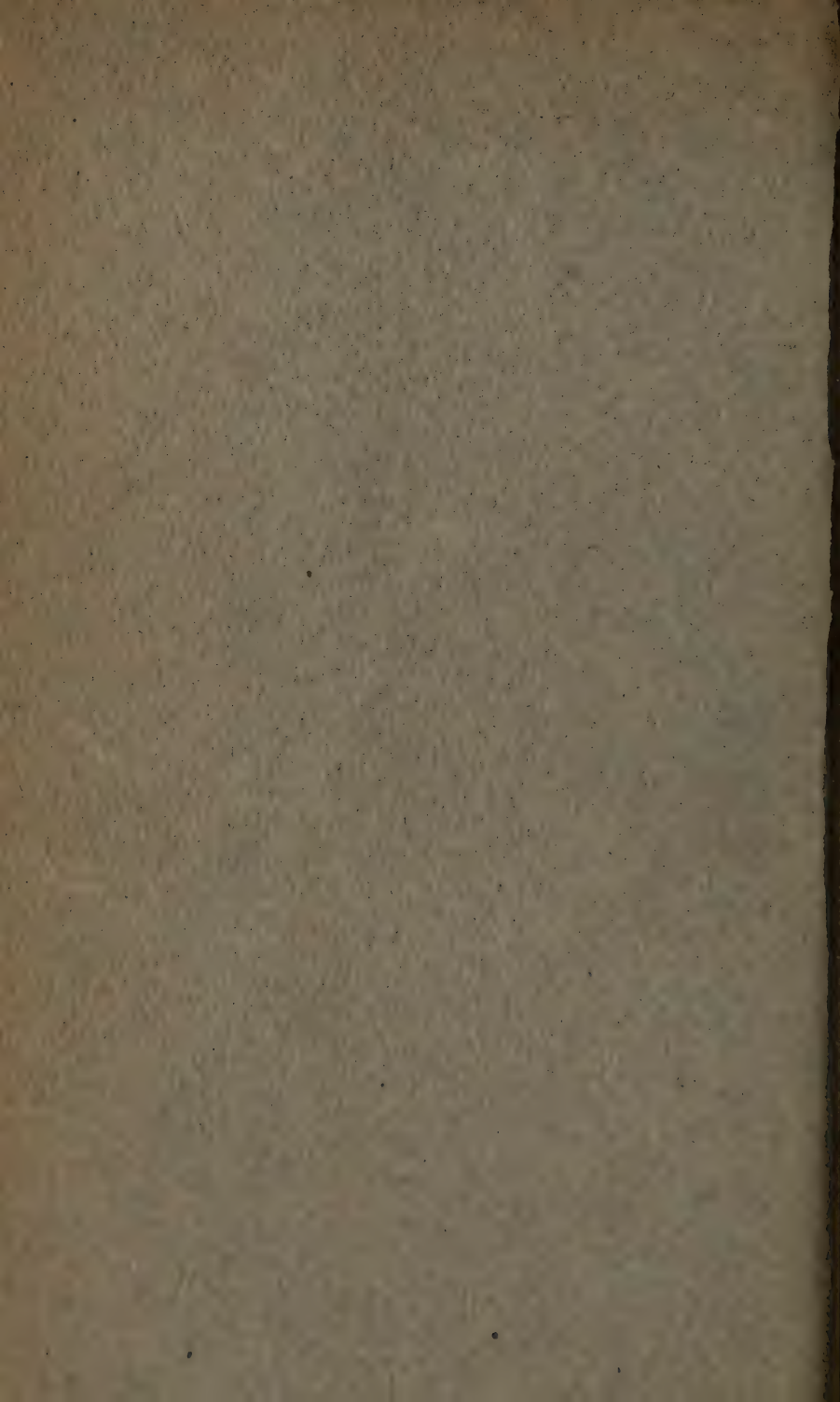
#### POETRY CLASS.

	Course.	Hours.
Latin	II.	5
Greek	II.	5
English	II.	3
Mathematics	III.	4
History	II.	1
Evidences of Religion	III.	1
Science	III.	4
Elocution	III.	1
		<hr/>
		24









8

---

CREIGHTON  
UNIVERSITY  
OMAHA, NEBRASKA.

---

COLLEGE OF ARTS

ANNUAL ANNOUNCEMENT

1907-1908

---

PUBLISHED BY THE UNIVERSITY

1907

---

THE  
NATIONAL ACADEMY OF SCIENCES  
OF THE UNITED STATES OF AMERICA

---

---

C R E I G H T O N  
U N I V E R S I T Y

---

---

OMAHA, NEBRASKA.

COLLEGE OF ARTS

ANNUAL ANNOUNCEMENT

1907-1908

---

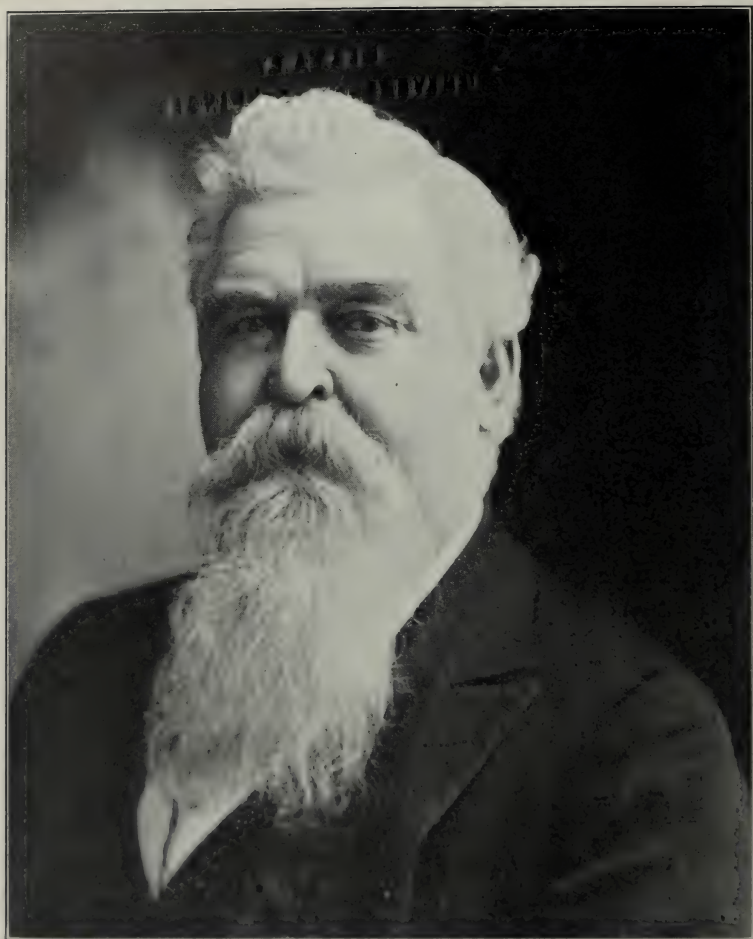
---

PUBLISHED BY THE UNIVERSITY

---

---

1907



COUNT JOHN A. CREIGHTON

CO-FOUNDER OF THE UNIVERSITY

Died February 7, 1907

## In Memoriam

Resolutions of the faculties and alumni of Creighton University upon the death of the University's greatest benefactor

### Count Creighton.

John Andrew Creighton, Knight of St. Gregory and Count of the Holy Roman Empire, having been called to his reward on the 7th day of February, Anno Domini one thousand nine hundred and seven, terminating a life devoted to the betterment of humanity and the alleviation of distress, we, the faculty of the several colleges and the alumni of Creighton University deem it appropriate to commemorate his useful and heroic life, and to give expression to our admiration of his exemplary career and our deep sorrow on account of his death.

At the age of 25 he became a leader among the hardy pioneers who had commenced the subjugation of the semi-barren region west of the Missouri River. Omaha became his home, from which he blazed the path of civilization to and through the Rocky Mountains. He made this region not a field of conquest for personal power and aggrandizement, but an opportunity for benefactions to mankind.

He possessed an ability amounting to genius for the initiation and conduct of great affairs. He acquired wealth, not by fortuitous chance, but by keen foresight, untiring energy and an integrity that had never been taught that "honesty is the best policy," but that was so basic an element of his nature as to forbid even a calculation of the cost of doing right. He held his wealth as a sacred trust, ever mindful that of him to whom much has been given, much shall be required. He executed this trust not as an exaction, but a privilege. It was a pleasure, not merely a duty. If he ever denied an appeal which seemed to him unworthy, it was that he might not divert assistance from a more deserving cause. He never gave reluctantly, or to put an end to importunities, but always with more joy than the recipient could find in the gift.

In his principal benefactions, he was as far-sighted and methodical as in his business enterprises. He thought it of more importance to arm and equip youth for the battle of life than to provide retreat for those who had failed in the struggle. Yet he was far from unmindful of the distress of such as failed. In the amelioration of their condition he expended a princely fortune and established a permanent refuge. But his greatest work, his most enduring monument, is Creighton University. He took up the work, initiated by his much loved brother Edward, and the latter's wife, and carried it to a glorious completion. He made Creighton University his only child. He nursed it tenderly in its infancy, steadied its first tottering footsteps, maintained it through its youth and left it in the full strength of early manhood, endowed with the means, the capacity and the character which will make it the bearer of messages of joy to generations yet unborn.

Therefore be it

Resolved, That in the death of Count Creighton the faculties and alumni of Creighton University have lost a beloved and most faithful friend, and the city of Omaha and state of Nebraska a most valuable and enterprising citizen.

Resolved, That we hereby give expression to our most sincere gratitude for the great work in behalf of education, morality and mercy wrought by our deceased benefactor.

Resolved, That this expression of our appreciation of, and gratitude for, the distinguished services of Count Creighton be engrossed and deposited in the archives of the University, and that copies be furnished to the family and relatives of the deceased.

W. P. WHELAN, S. J.,  
of Creighton College.

D. C. BRYANT,  
of Creighton Medical College.

T. J. MAHONEY,  
of College of Law.

P. T. BARBER,  
of Dental College.

EDMUND C. THORP,  
of College of Pharmacy.

J. A. C. KENNEDY,  
of the Alumni.



# CREIGHTON UNIVERSITY.

## DIRECTORY.

President: REV. M. P. DOWLING, S. J.

Creighton College, 25th and California Sts., Omaha, Nebraska

### THE CREIGHTON COLLEGE.

(Founded and endowed 1875. Converted by Deed of Trust to the Creighton University December 4, 1879.) Chancellor, Rev. M.

J. O'Connor, S. J., 25th and California Sts., Omaha, Nebraska.

### THE JOHN A. CREIGHTON MEDICAL COLLEGE.

(Founded May 30, 1892, 14th and Davenport Sts., Omaha, Nebraska.

Dean of the Medical Faculty: De Witt C. Bryant, M. D., 206-208 McCague Building Omaha, Nebraska.

### THE CREIGHTON COLLEGE OF LAW.

(Founded Oct. 3, 1904.) Edward Creighton Institute, 210 So. 18th St., Omaha, Nebraska.

Dean of the Law Faculty: T. J. Mahoney, Paxton Block, Omaha, Nebraska.

### THE CREIGHTON COLLEGE OF DENTISTRY.

(Founded July 5, 1905.) Edward Creighton Institute, 210 So. 18th St., Omaha, Nebraska.

Dean of the Dental Faculty: Rev. M. J. Ryan, S. J., 25th and California Sts., Omaha, Nebraska.

### THE CREIGHTON COLLEGE OF PHARMACY.

(Founded Sept. 1, 1905) 1410 Davenport St., Omaha, Nebraska.

Dean of the Faculty: Edmund Thorp, 1322 Park Ave., Omaha, Nebraska.

### BOARD OF TRUSTEES.

Rev. M. P. Dowling, S. J. . . . . President and Treasurer.

Rev. M. J. Ryan, S. J. . . . . Secretary.

Rev. M. J. O'Connor, S. J. . . . . Chancellor.

Rev. M. M. Brongsgeest, S. J.

Rev. W. Whelan, S. J.

The corporate title of the institution is, The Creighton University of Omaha, Nebraska.

For detailed information and prospectuses apply to the Deans or Secretaries of the various departments.

# **ORGANIZATION.**

## **THE UNIVERSITY.**

Creighton University consists of five departments, or schools. Four of these (Law, Medicine, Dentistry and Pharmacy) are located in specially equipped College buildings in the very heart of the thriving business part of the City of Omaha. The College of Arts and Sciences is situated on Twenty-fifth and California streets and commands an excellent view of the city and surrounding country. The grounds, including the spacious College Campus, cover an area of seven acres.

For general information relating to the University as a whole, general catalogues, etc., address,

THE CHANCELLOR, CREIGHTON UNIVERSITY,  
25th and California Sts.,  
Omaha, Nebraska.

### **I.**

#### **THE COLLEGE OF LIBERAL ARTS,**

Offers a four years' course leading to the Bachelor's degree in Languages and Literature (English, French, German, Latin and Greek); Mathematics (college and advanced); Science (Astronomy, Physics, Chemistry, Mineralogy, Geology); History (ancient, mediaeval and modern); Philosophy, Pedagogy, Civics and Economics, and Sociology, and other subjects appropriate to a modern college.

Post-graduate courses are also offered leading to the degree of A. M. Special advantages are offered to the graduates of this college in the professional schools of the University.

For further information address,

THE VICE-PRESIDENT, CREIGHTON COLLEGE,  
25th and California Sts., Omaha, Nebraska.

## II.

### MEDICAL COLLEGE.

Offers a four years' course leading to the degree of Doctor of Medicine. The hospital and clinical facilities are exceptionally good. Provision has also been made for an All-Medical five years' course for students desiring an especially thorough and complete medical course.

In the reports of the Association of American Medical Colleges, the Creighton Medical College has a high standing among University Medical Schools of the United States in the percentage of "passes" in examinations before State Boards.

For further information address,

THE DEAN, CREIGHTON MEDICAL COLLEGE,  
14th and Davenport Sts., Omaha, Nebraska.

## III.

### COLLEGE OF LAW.

Offers a three years' course in Law leading to the degree of Bachelor of Laws. Special facilities are provided for a thorough preparation in the practical details of litigation and the actual conduct of legal business, as well as the theoretical aspect of the Law. The library is adequate to all of the needs of the student, including over ten thousand volumes.

The courses are arranged with a view to giving students that knowledge of Law which will be indispensable to them in whatever part of the country they may practice.

For further information address,

THE REGISTRAR, CREIGHTON COLLEGE OF LAW,  
210 S. 18th St., Omaha, Nebraska.

#### IV.

##### **DENTAL COLLEGE.**

Offers a three years' course leading to the degree of Doctor of Dental Surgery. The school opened Monday, October 2, 1905, with a complete modern equipment, and with facilities for instruction in Dental Surgery unsurpassed by any college in the West. The College Building is particularly well adapted for the convenience of the students and instructors. Centrally located, with an entrance to the elevator which brings the patients directly into an elaborate waiting room, abundant clinical material is assured.

For further information address,

THE DEAN, CREIGHTON DENTAL COLLEGE,  
210 S. 18th St., Omaha, Nebraska.

#### V.

##### **COLLEGE OF PHARMACY.**

Offers courses leading to the degree of Graduate in Pharmacy and that of Pharmaceutical Chemist. These courses include instruction in General and Inorganic Chemistry, Organic Chemistry, Chemical Analysis, Botany, Pharmacognosy, Physiology, Materia Medica, Dispensing and Analytical Pharmaceutical Chemistry, including Drug Assaying, Bacteriology, and Sanitary Analysis.

It is in practically continuous session, being closed about two weeks in August.

For further information address,

THE DEAN, CREIGHTON SCHOOL OF PHARMACY,  
1410 Davenport St., Omaha, Nebraska.

## VI.

### CREIGHTON HIGH SCHOOL.

Offers the usual four year High School course preparatory to college and practical life. In Creighton Academy this course has more weeks in the year and more class hours in the week than the public High School, and, therefore, it covers a larger field and takes in more branches. Its proximity to the College Department, with its many facilities, constitutes a great advantage to the Academy.

For further information address,

THE VICE PRESIDENT, CREIGHTON UNIVERSITY,  
25th and California Sts., Omaha, Nebraska.

### THE CREIGHTON UNIVERSITY.

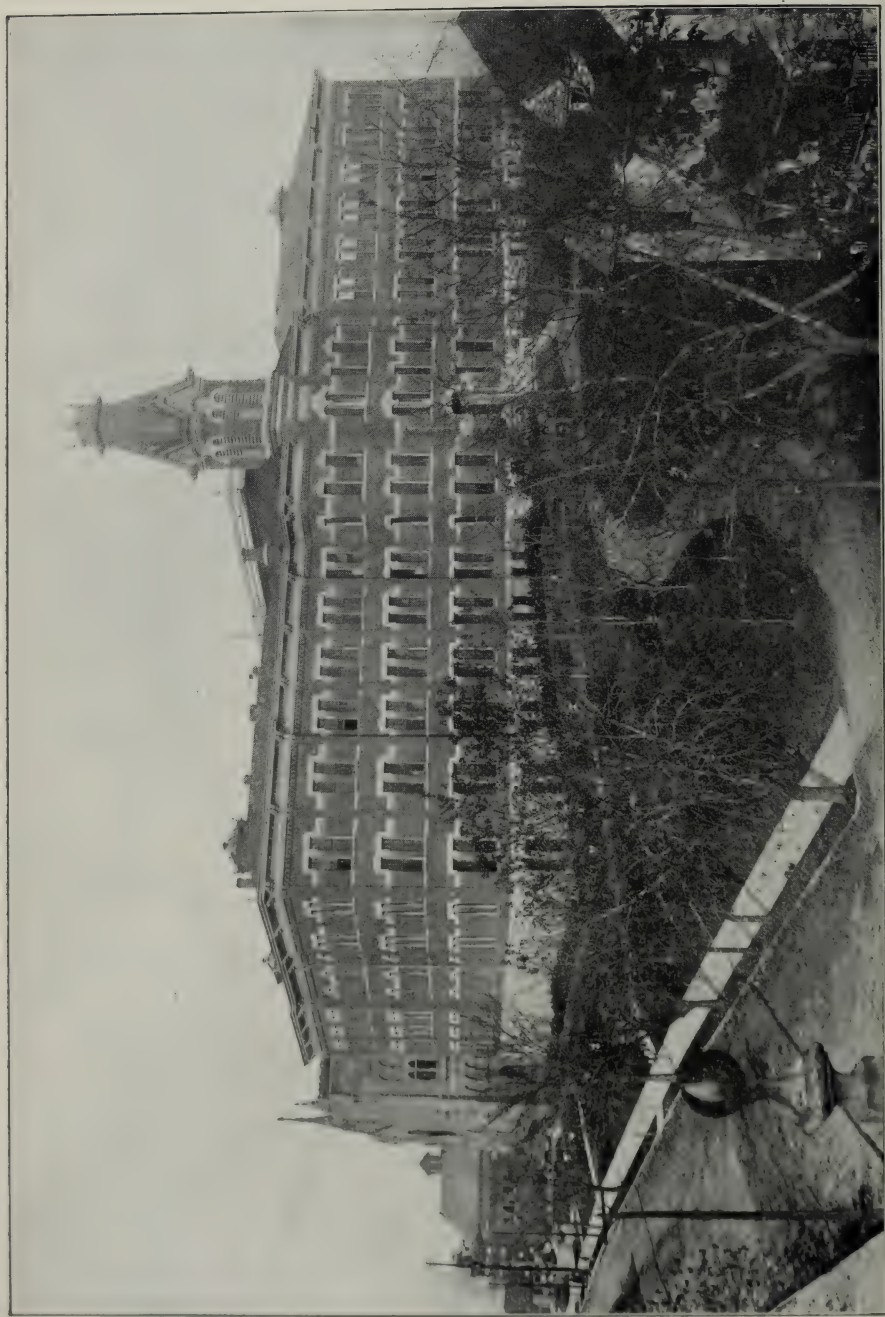
The history of the institution may be briefly stated. Edward Creighton, after whom the University was named, had proposed during his life to establish a *free* school for higher education, but he died intestate, Nov. 5th, 1874, before making provision for carrying out his project. His wife, Mary Lucretia Creighton, inheriting both his fortune and his noble purpose, determined to carry out his intention; she did not, however, live to do so. Her death occurred Jan. 23rd, 1876; but in her last will, dated Sept. 23rd, 1875, she made a bequest, which, in the settlement of the estate, amounted to about \$200,000, one fourth of which was devoted to grounds and building, the balance being reserved for foundation. In accordance with the terms of her will, the executors, July 1, 1878, conveyed the entire property and securities to the Rt. Rev. James O'Connor, who was a life-long friend and admirer of the Society of Jesus.

On February 27th, 1879, the Legislature of Nebraska passed an act to provide for the incorporation of Universities under certain circumstances. Among other things that act provided that the Board of Trustees shall have power to fill all vacancies in their number, to make rules, regulations

and by-laws for the government of their Board and of the institution; to appoint a president, professors, tutors and teachers, and any other necessary officers and agents, and fix the compensation of each; to erect within and, as departments of said institution, such schools and colleges of the arts and sciences and professions as to them may seem proper, and to confer such Academic degrees and honors as are conferred by colleges and universities of the United States.

Thereupon Bishop O'Connor, on July 26th, 1879, informed the District Court that he "holds certain lands conveyed to him by the executors for the purpose of carrying out the intention of the testator, that a building had been erected on these grounds, that he holds funds for the endowment of the school, that for the past year he has caused to be maintained an institution under the name of Creighton College, that he desires to vest the land, securities and property, as well as the trust, in a corporation known as a University, with divers departments, of which Creighton College shall be one." The Court permitted him to turn over his trust to a corporation called the Creighton University and he appointed five members of the Society of Jesus as the Board of Trustees, August 14th, 1879. Creighton College as such was not incorporated, and the name merely represented what was left in trust by Mrs. Creighton. When the Creighton University accepted the trust, the endowment fund amounted to about \$147,500. This fund, according to the original bequest and the terms and conditions of the trust, must be invested in securities in perpetuity, the interest alone to be used for the support of the Faculty and the maintenance of the College. To those who are familiar only with the million dollar endowments of other Universities and Colleges, an endowment of \$147,500 must appear a very modest sum. Even to those experienced in the management of Catholic Colleges, it must seem a hazardous undertaking to build up and develop a Free College on a financial

basis of nothing more than the annual interest of \$147,500. But the Jesuits, like most of the teaching orders of the Catholic Church, receive no salary for their labor, and though in this particular instance they fully realized the financial difficulties, they consented to face them. In this, no doubt, they were animated by the hope of seeing restored one of the chief glories of their history, namely, the bestowal of gratuitous education, such as was given by their predecessors in the older and more fortunate days of the order, when all Jesuit Colleges and Universities were endowed and Free Institutions. The venture has thus far met with unexpected success, thanks to good friends, and in particular to Hon. John A. Creighton, sorrow for whose recent death is still with us, and to his lamented wife, both of whom generously seconded the noble purpose of the original Founders, and by large benefactions carried on the good work to a development which without their munificence would have remained an impossibility.



DEPARTMENT OF ARTS AND SCIENCES.

## FREE SCHOOL OF ARTS AND SCIENCES.

This Department of the University has been notably successful in its development during the twenty-nine years of its existence. The main building, at present devoted entirely to College purposes, was begun in 1877, and completed in 1878. It is built of brick trimmed with limestone. There are three stories and a basement, with a frontage of fifty-six and a depth of one hundred and twenty-six feet. The facade is surmounted by a tower one hundred and ten feet high.

In 1883 the **Scientific Department** of Creighton College was established and richly furnished by Hon. John A. Creighton with a complete chemical, physical and astronomical outfit.

**The Astronomical Observatory** received its full development in 1886, when the present Observatory was erected on the brow of the hill north of the College.

In the establishment and development of the Scientific Department, Hon. John A. Creighton was generously seconded by Hon. John A. McShane.

In the same year, 1886, the gift from Hon. John A. Creighton of a city lot, valued at \$15,000, enabled the Trustees to secure by exchange, after the payment of a bonus of \$2,000, a much-needed house and lot adjoining the main building on the northeast.

**The College Chapel**, popularly known as St. John's Collegiate Church, is situated to the southwest of the main building, facing California street. The corner-stone was laid by Right Rev. James O'Connor, D. D., on June 27th, 1887, and the Church was dedicated by the same prelate on May 6th, 1888. The style of architecture is English Gothic. The Church is built of Warrensburg sandstone, and is at present 112 feet in length by 75 feet in width. The plan, however, contemplates a building 184 feet long with a width at the transept of 138 feet.

**The South Wing** of the present College building was begun in the fall of 1888, and was ready for occupation the following spring. Hon. and Mrs. John A. Creighton contributed \$13,000 towards its erection. The rest of the cost was covered by the Interest fund of the College.

In 1888, Mrs. Sarah Emily Creighton, wife of Hon. John A. Creighton, bequeathed to The Creighton University a business block on Douglas street west of Creighton Block, to and for the use of the Creighton College, according to the same terms and conditions as were designated in the bequest of her sister, Mrs. Mary Lucretia Creighton. Mrs. Sarah Emily Creighton departed this life on September 30th, 1888.

During the year 1900 Hon. John A. Creighton, desirous of making the University, whose name pays honor to the memory of his brother Edward, an institution fully equipped for its educational work, generously offered means for the completion of the University buildings as planned by the founder. The additions include an extension of the south wing for the accommodation of the members of the faculty residing on the grounds and a separate library building, and on the north an L-shaped extension which is devoted almost exclusively to the use of the students of the classical department. Here are located the college chapel, the recitation rooms, and the lecture halls needed to meet the demands of the student body.

Besides these buildings an auditorium, with a seating capacity of one thousand, and constructed in accordance with the best modern designs, has been erected at the corner of California street and Twenty-fifth avenue, making it of easy access to the friends and patrons of the University, while immediately north of the new Auditorium a large heating plant supplies steam to all buildings on the grounds. These additions, practically completing the material equipment of the College as originally planned, were ready for occupation on the first of March, 1902.

# **SYSTEM OF EDUCATION.**

---

## **STUDIES.**

The educational system of Creighton University is substantially that of all other colleges of the Society of Jesus. Those who desire to make either a scientific or historical study of that system have abundant sources of information in "Loyola" of the Great Educators' Series, published by Scribner, and "Jesuit Education," published by Herder.

It is a decided advantage of the system followed in this college, that the student may begin his early studies in the High School, and then pass on, through the College course, to graduation in the same institution. This secures, besides the moral influence thus gained, a uniform and homogeneous course of teaching and of training. The result of such a course of study is a continuous and normal development of the mental faculties along well-defined lines, and the possession of a clear and coherent system of principles upon which any special courses may afterward safely rest.

## **RELIGIOUS TRAINING.**

The moral and religious part of education is considered to be incomparably the most important. Catholic students in the Department of Liberal Arts, if not excused for good reasons, are urged to be present at daily Mass, and are required to attend the weekly lectures on the doctrines of the Church, to make an annual retreat, to approach the Sacraments of Penance and Holy Eucharist every month, and if they have not received the Sacraments of Penance, Confirmation or Holy Eucharist, to prepare for their reception. Non-Catholic students are, of course, not bound by these regulations.

## LITERARY FACILITIES.

There are various societies in which, under the moderatorship of College officers, the work of the class-room is supplemented, or special fields of study are cultivated.

A free library and reading room offer helpful means to the student for wider and fuller reading in connection with his studies.

### THE LIBRARY.

The students of the School of Liberal Arts possess excellent library facilities. For years, suitable books bearing on different departments of university work had been accumulated previously to the erection of the present handsome and spacious library building. Since this event, the liberality of enlightened friends has enabled the librarian to purchase thousands of volumes, comprising the great classics in different languages, numerous reference works of the most up-to-date and scholarly character, and books most practically helpful in the different lines of work in which our students engage. The library now contains over seventeen thousand volumes, and the enlargement still goes on. The systematic and thorough plan of cataloguing and distribution adopted has greatly increased the facility of consultation, and thus enhanced the value of the library as a college institution.

The library is divided into ten great departments, each one of which may be said to constitute a special library on its own group of more or less closely related subjects. The first division contains general works of reference, such as bibliographies, dictionaries, cyclopedias, periodicals, society publications, etc. The second department is given to fiction; the third to works on logic, ontology, cosmology, psychology, ethics, and theodicy, together with the history of philosophy. The fourth division is assigned to religious works, such as different editions of the Bible, biblical commentaries, etc.

Then comes theology—dogmatic, apologetic, and moral. These are followed by liturgical treatises, sacred eloquence, ascetics, ecclesiastical history, and more than two hundred and fifty volumes of patristic literature. After religious works comes the sociological library, embracing about one thousand of the best volumes to be found on its various branches. The philological department is still in an undeveloped state, but is next to receive the attention of the librarian. The collection on the fine arts, embracing the best works, old and new, is a recent and specially valuable accession. The division of the Physical Sciences contains a well-furnished students' scientific library of the best works, theoretical and practical. English and American Literature alone is represented by several thousand volumes, while the department of biography boasts over fourteen hundred volumes. The Historical library is the most complete of all. It contains over two thousand volumes of the great standard historians of the different nations, ancient and modern.

In addition to the foregoing, the library has several thousand volumes replete with useful information furnished by the United States government, as well as by individual states and different associations. Of these departments the students make free use, by outside circulation and by consultation in their large and finely furnished reading room adjacent to the library.

### **CLASS STANDING.**

Thorough written examinations are made in all the classes in October, December, February and April. These examinations are competitive and are followed by a reading of marks. The percentage obtained by each student is announced and the Honors List is published. Those who make 90 per cent and upwards in the collective branches of the class, merit the distinction of First Honors, and those who gain between 85 and 90 per cent, Second Honors. Re-

ports of the conduct and class standing of students are sent, after each examination, to parents and guardians. At the close of the session a Gold Medal of Excellence is awarded to the student who has made the highest average percentage in daily work and written examinations throughout the year. The final written examinations for promotion take place in June and an average of 66 2-3 is required for promotion. Students whose total marks in this examination are above the passing average, but who have fallen below 66 2-3 in some studies, will be "conditioned" in those studies and will not be promoted until the condition is removed by a satisfactory examination.

Parents and guardians should observe that absence and tardiness, even when excusable, affect class standing.

### ADMISSION.

Creighton College is for day scholars, and, by provision of its founder's will, for male youth only.

No student will be admitted who does not reside with his parents or immediate relatives, or, if this be impossible, with persons duly approved by the President of the University. Every applicant for admission who is not personally acquainted with some members of the faculty must submit proper testimonials of a good moral character. If he come from another school he will be required to present a certificate of good standing in the institution which he has left. All who desire to enter should be present and ready for work on the day the College opens. The faculty will exercise its judgment in regard to admittance after the opening day, and will admit only in exceptional cases and after an examination in all the work done by the class up to the time when the candidate wishes to enter.

On account of age or peculiar circumstances, exemption from certain studies is sometimes conceded, in which case the scholar is placed "out of course," and is not reckoned a candidate for honors or prizes.

## TERMS.

**Tuition is entirely free** during the seven years of the Classical Course, which is open to students from any part of the Union.

No ordinary expenses are incurred except the cost of text-books, which is about \$7 a year.

Following the practice of all institutions of learning, to which free colleges like this are not an exception, students of the Natural Sciences are expected to pay for the use of chemical and physical apparatus. The charge is \$10 per annum:

The Graduation fee is \$10.

While the Vice-President will cheerfully direct students from a distance to find suitable homes at reasonable rates for board and lodging, neither he nor the other College authorities will consent to act as guardians, or in any way hold themselves responsible for the conduct of these students, when not actually under College supervision. Good board and lodging can be obtained at from \$3.50 to \$4.00 per week.

Owing to the large number of out-of-town students attending college and the difficulty of obtaining accommodations favorable to study, St. John's Hall (S. W. Corner 25th and California Sts.) has lately been erected, for the purpose of providing non-resident students with board and lodging at reasonable rates and under conditions conducive to application, in case they find it impossible to attend some good Catholic boarding school.

In promoting this enterprise the college authorities have no intention to inaugurate any new system or to assume the responsibilities of a boarding school. The most they will undertake to do is to see that the management and direction of this house be placed in the hands of competent and reliable persons, upon whom it will devolve to secure the reasonable supervision required by parents in the case of such students.

## **GENERAL REGULATIONS.**

Parents who wish to withdraw their sons before the end of the session are respectfully requested to give due notice of their intention to the Vice-President. Should any student leave of his own accord, or be withdrawn without such notice, or without giving satisfactory reasons, he will not be re-admitted.

To meet the known wishes of parents no student will be allowed to leave the College premises at noon recess without permission of the Prefect of Discipline.

Exemption from any of the classes or other exercises of the school must be obtained by parents or guardians. Except in the case of self-supporting students the matter will not be treated of with the students themselves. In case of absence or tardiness a note of excuse from parents or guardians will be exacted.

Any conduct unbecoming the character of a gentleman will be regarded as a violation of the School rules.

Flagrant offenses, such as are detrimental to the reputation of the school, or interfere with the good of other students are grounds for suspension or for conditional or absolute expulsion.

For faults committed outside of the premises, the officers of the College cannot justly be held responsible, as students cease then to be under their jurisdiction; still should any serious charge be fairly substantiated, the offender shall be punished according to the gravity of the offence.

## **PARENTAL CO-OPERATION.**

The efforts of the teachers and prefects will be much facilitated if the co-operation of the parents can be secured.

Parents are, therefore, earnestly requested,

1st.—To insist upon daily study at home for two or three hours.

2nd.—To notify the Vice-President speedily in case their sons are withdrawn, absent or tardy; also if the quarterly report fails to reach them.

3d.—To attend to notifications sent by the Vice-President in the case of unexplained absence, or imperfect lessons during a considerable length of time.

4th.—To require and examine the quarterly report, and not to omit inquiry regarding marks which fall below 70.

### **DAILY ORDER.**

The College is open every morning at half past 7 o'clock. Those who come before the time of class proceed at once to the class rooms, and devote the interval to private study. All are required to be present five minutes before half past 8 o'clock, at which hour the Catholic students hear Mass. At 9 o'clock a. m. the regular exercises of class commence, closing at 3:00 o'clock p. m.

Special arrangements will be necessary in each individual case to excuse late arrival. In the case of younger students the reasons for exemption are to be presented by parents or guardians.

### **HOLIDAYS.**

The following are ordinary holidays:

Every Thursday; all the holy days of obligation; from December 22 to January 3; from Wednesday in Holy Week to Tuesday in Easter Week.

# COLLEGE ORGANIZATIONS.

---

## SOCIETIES FOR RELIGIOUS CULTURE.

### 1.—The Sodality of the Immaculate Conception.

The Sodality is an organization of Catholic students who purpose to aim at a more than ordinary degree of earnest and practical Christian virtue. To attain this end the principal means employed is devotion to the Blessed Virgin Mary, Mother of God, by the study and imitation of her virtues, and by practices of piety in her honor; because the Mother of Christ, who was so intimately associated with Him during His earthly life, in the work of redemption, is still close to Him in Heaven and intensely active and powerful for our sanctification.

The purpose of the Sodality, therefore, is not limited to fostering the personal piety of the Associated members. It aims, furthermore, at instructing them in methods of Christian zeal and charity, and stimulating them to the performance of corresponding good works. The result is to make them at once devout Christians and men of action such as the social needs of the present day appear to demand.

At the weekly meetings the Little Office of the Blessed Virgin is recited and an appropriate instruction or exhortation is given by the Director, a member of the Faculty.

### 2.—The Apostleship of Prayer—League of the Sacred Heart.

To encourage devotion to the Sacred Heart and to enable the students to acquire, while at College, the zeal for the interests of Our Lord, which is so general among the laity of the Catholic Church, the Apostleship of Prayer was established in 1879, and since then few of the students of the University have failed to have their names enrolled as active members.

### **3.—The St. John Berchmans Sanctuary Society.**

The object of this Society is to consult the beauty and the Solemnity of Divine worship by an accurate observance of the liturgic rites and ceremonies, and to afford Sodalists of exemplary deportment the sacred privilege of serving at the altar. The Sanctuary Society was organized in 1884, and has always counted from thirty to forty members.

## **SOCIETIES FOR ORATORICAL CULTURE.**

### **1.—The Creighton Oratorical Association.**

As its name implies, this society trains its members to readiness and fluency in speaking before an audience. To this end likewise tends the attention paid to historical study and to composition. Meetings are held on Wednesday evenings and debates alternate with orations, recitations and literary essays. The Association was organized in 1884 and is composed mainly of University students. In 1899 it was admitted to the Nebraska Collegiate Oratorical Association and during the month of January each year a contest takes place to determine the representative in the State contest.

### **2.—The Creighton Literary Society.**

Since December, 1899, the members of this society have, by their earnestness in preparing themselves for appearance in public, well realized the purpose of its recent foundation, which was to secure for the lower classes of the course advantages which the Creighton Oratorical Association insures to the higher.

### **3.—The Creighton Dramatic Circle.**

To further the study of dramatic literature, to improve in elocution, in interpretation, in impersonation and in public speaking, and to insure versatility, polish and self-reliance, the Dramatic Circle was organized in 1899.

## **SOCIETIES FOR MUSICAL CULTURE.**

### **1.—The Creighton University Orchestra and Band.**

Organized in 1906 to take the place of the Mandolin Orchestra established in 1899.

These organizations, besides offering the members training in instrumental music, enable them to minister to the enjoyment of their fellow students and of their friends at public entertainments.

### **2.—The University Glee Club.**

The object of the Glee Club is similar to that of the Orchestra in furthering a taste for vocal music. Its existence dates back to 1885.

## **OTHER SOCIETIES.**

### **The Creighton Alumni Association.**

The Alumni Association was organized Oct. 26, 1903. Its object is to preserve and strengthen the ties of fellow-feeling and friendship among former students of the College and to afford them an opportunity of showing their attachment for their Alma Mater.

The following are eligible to active membership: (a) Regular Graduates of the School of Arts; (b) Adoptive Alumni; (c) Ex-Students of the Collegiate Department whose classes have graduated.

The honorary members shall consist of those on whom the Association may see fit to confer the title.

### **The Creighton University Athletic Association.**

This society was organized for the double purpose of fostering a college spirit and of encouraging healthful bodily exercise among the students. The latter aim is not considered as an end sufficiently worthy in itself, but rather as an aid to earnest application to more serious pursuits. The

association has been in existence a number of years, but only during the last four years has it made its presence felt in intercollegiate contests on the gridiron and the diamond. A new impetus was given to outdoor sports by the laying out of the athletic field near the University buildings, and by providing larger and more convenient apartments with baths and lockers for the exclusive use of the players. It is the hope and purpose of the association to further indoor athletics to a like extent by fitting up in the near future a modern gymnasium with all necessary appurtenances.

### **The Student's Library and Reading Room Association.**

The purpose of this association is to secure to the students ample facilities for interesting and useful reading. An excellent students' library has been open free to all from the year 1880. The periodicals regularly received number thirty-eight. A volunteer corps of librarians is in attendance during four hours on class days and during two hours on free days.

Since 1903 the association has been able to offer to the students all the accommodation afforded by the new reading room. This room occupies the lower floor of the main building, is handsomely decorated and well lighted. Removed from the noise and distraction of the street and of the play grounds the student can here at his ease devote his leisure time to reading or study.

In order to make the library available to all, the exhaustive method of cataloguing and indexing, begun in 1900, has been continued by a corps of librarians chosen from among the students of the collegiate department. The dictionary catalogue is, at present, sufficiently complete to permit of immediate attendance to current accessions. The charging system adopted is one approved by the American Library Association and in use in the best libraries throughout the country.

## DEGREES.

According to the Act of Legislature under which the Creighton University was incorporated, its Board of Trustees has power "to confer such Academic degrees and honors as are conferred by Colleges and Universities of the United States."

## REQUIREMENTS.

By privilege extended to Creighton College by the Department of Public Instruction of Nebraska all graduates receiving an A. B. diploma, who will have taken in addition to the set college courses, pedagogical work equal to that required in the State Normal schools and in the Teachers' Course of the State University, are entitled to a State Teacher's Certificate good for three years.

Upon satisfactory completion of three years' teaching this certificate will be exchanged for a Life Certificate without further examination.

The degree of Bachelor of Arts is conferred upon those who, after at least one year's residence, have received the eighteen credits marked as essential in the prospectus of College Courses.

The degree of Master of Arts, in course, can be obtained by devoting a second year to the study of Philosophy in the College or two years to professional studies.

The degree of Doctor of Philosophy will be granted only to Masters of Arts after successful Post Graduate courses in Philosophy and Science.

Professional degrees, in course, are defined by the Professional Departments of the University.

Honorary degrees are conferred, at the direction of the Board of Trustees, upon those who have deserved well of the community in Literature, or Science, or the Professions.

## POST GRADUATE CLASSES.

These classes were first organized in 1903. They meet in the Lecture Halls of the Edward Creighton Institute every Monday, Wednesday and Friday at 8 P. M. from October to May.

Whilst intended primarily for the students of the Medical and Law Departments of the University, the classes are open, too, to all college graduates, advanced and special students and professional gentlemen who may desire an opportunity to review their college work and to make a more thorough and practical study of its fundamental questions after some experience in active life will have made them realize its importance.

The class exercises consist of lectures and discussions on the chief points of logic, psychology, ethics, literature and oratory.

Those who have already attained the degree of A. B. will be eligible to that of A. M. on the conditions of requisite attendance at the lectures, the presentation of an original thesis and an examination satisfactory to the Board of Trustees of the University.

A fee of five dollars, payable in advance, is charged.

# UNDERGRADUATE SCHOOL.

---

## FACULTY AND OFFICERS.

REV. M. P. DOWLING, S. J., President and Treasurer.

REV. M. J. O'CONNOR, S. J., Vice-President and Prefect of Studies.

REV. G. J. GARRAGHAN, S. J., Librarian.

REV. M. M. BRONGEEST, S. J., Chaplain.

REV. W. T. KINSELLA, S. J., Professor of Rational Philosophy and Religion.

REV. M. J. RYAN, S. J., Professor of English Literature and Economics.

REV. W. F. RIGGE, S. J., Professor of Astronomy and Physics.

REV. W. WHELAN, S. J., Professor of Rhetoric and Oratory.

REV. G. J. GARRAGHAN, S. J., Professor of Latin and Greek Literature.

REV. J. J. CURRAN, S. J., Professor of Mathematics.

EDWARD CALHOUN, S. J., Professor of Chemistry.

REV. A. J. KUHLMAN, S. J., Elocution and Debating.

REV. M. M. BRONGEEST, S. J., Modern Languages.

REV. W. SCHIERMAN, Director of Music.

GEORGE CAVANAGH, Physical Instructor.

## ENTRANCE REQUIREMENTS.

Students may enter the Undergraduate School at any time during the session, and, on examination, will be assigned to the class for which their prior attainments have fitted them. Satisfactory testimonials will be required from those who come from other institutions.

It is to be noted that Creighton College is a Classical College of prescribed courses. The prescribed studies include both Latin and Greek and no one will be received as a candidate for the degree of A. B. unless he takes all of the

prescribed studies, including both Latin and Greek. Entrance to the Freshman Class requires that the candidate shall have made four years of Latin and three of Greek.

Special classes are provided in the Creighton High School connected with the College, wherein by almost exclusive attention to Latin and Greek, graduates of approved High Schools, who have not qualified in Latin or Greek, may in one or two years fit themselves for graded entrance into Freshman Class.

Candidates for admission to the advanced classes must pass a satisfactory examination upon all the subjects previously studied by the Class which they propose to enter.

Certificates that they have completed the prescribed amount of High School work in schools of established reputation will be required from those students who seek to enter the Freshman Class without examination.

In all other cases, for admission to this class a successful examination is required in the work prescribed in Creighton High School or its equivalent.

# THE CREIGHTON HIGH SCHOOL.

(PREPARATORY DEPARTMENT TO COLLEGE.)

## OFFICERS AND INSTRUCTORS.

REV. M. P. DOWLING, S. J., Rector.

REV. M. J. O'CONNOR, S. J., Prefect of Studies and Discipline.

REV. A. WISE, S. J., Fourth High School, Latin, Greek and English.

MR. S. McNAMARA, S. J., MR. I. HAMILL, S. J., Third High School, Latin, Greek, English and Mathematics.

MR. P. LOMASNEY, S. J., MR. W. TIERNEY, S. J., Second High School, Latin, Greek, English and Mathematics.

REV. T. McNIEVE, S. J., First High School, Latin and English.

S. M. BONAVENTURE, S. M. CAMILLUS, St. John's Hall, Latin, English and Mathematics.

REV. J. C. COPUS, S. J., Christian Doctrine.

REV. W. SCHIERMAN, S. J., Modern Languages, Director of Music.

REV. G. J. O'KELLY, S. J., Special Greek and Mathematics.

REV. A. J. KUHLMAN, S. J., Special Latin and Elocution.

MR. E. CALHOUN, S. J., Science and Mathematics.

W. J. O'CONNELL, S. J., University Orchestra and Band.

GEORGE CAVANAGH, Physical Instructor, Elocution.

## ENTRANCE REQUIREMENTS.

### High School Department.

Admission to Creighton High School supposes the completion of that course of studies which prepares a boy for admission to a regular High School. Sometimes a boy may be admitted who has not completed the Grammar School Course, but who, upon examination, will be found so far advanced in English and Arithmetic that he may be able, with more than usual industry, to follow the instruction of

the lowest class of the school. It is to be noted that the school is a Classical High School of prescribed studies, except in the case of Modern Languages, which are optional studies. It should be clear, therefore, that its preparation is for classical college work and not specialized for technical, scientific, commercial or engineering studies.

Besides the regular course classes there is a Special Latin and Greek Class maintained to enable High School students, who have not taken Latin or Greek, to repair that deficiency. For entrance to this Special Class it is required that a student shall have made at least one year of High School studies. In this class double time is given to the study of Greek, and as soon as a student has graded up in Latin and Greek to the standing of the Class for which he is certified in English, History and Mathematics, he will be at once transferred to that class.

This class is also open for Greek to students who have qualified for Freshman Class in Creighton College in all requirements except Greek.

# Catalogue of Students in the Creighton College and High School.

---

## PHILOSOPHY CLASS.

(Senior and Junior.)

BUSHMAN, GEORGE F.	McSHANE, JOHN A., JR.
BYRNE, JOSEPH F.	NOONAN, EUGENE F.
CRANEY, HOWARD H.	O'MALLEY, JOHN H.
DOWNEY, W. HAROLD	RILEY, THOMAS R.
FEIGHNEY, THOMAS	RYAN, JOHN W.
McCAFFREY, T. SHERMAN	SCHOPP, J. WALTER
	STERNBERG, WILLIAM P.

## RHETORIC CLASS.

(Sophomore.)

BARRETT, PATRICK J.	McCAULEY, PAUL B.
CULLEN, T. WILL	MAGIRL, ROBERT B.
DALLY, FRANCIS B.	McGRATH, CHARLES J.
DONAHUE, WILLIAM J.	PETERS, GEORGE A.
DWYER, JOHN P.	READING, ELMER W.
HORAN, PHILIP E.	THIELEN, CHARLES J.
JACK, WILLIAM	WARE, W. PAXTON
LOVELY, JOSEPH	YATES, FRANCIS C. E.

## POETRY CLASS.

(Freshman.)

BYRNE, EUGENE A.	McCAWLEY, HARRY B.
BYRNE, JOHN	McCORMICK, JOHN
CAHILL, EDWARD L.	McKITRICK, GEORGE(special)
CORRIGAN, RAYMOND P.	McMAHON, JAMES
CUNNINGHAM, PATRICK M.	McSHANE, THOMAS
ENNEN, GEORGE L.	McWHORTER, HUGH M. (special)
GILLESPIE, HUGH F.	MIEDING, WILLIAM
GILLESPIE, JOSEPH	MULLEN, JOHN
JAMIESON, JOHN G.	MURPHY, COSMOR
KENNEDY, LOUIS	PEACOCK, WILLIAM
LALLEY, CORNELIUS	SCHMIDT, PAUL J.
LANIGAN, THOMAS W.	SLATTERY, JAMES

## FOURTH HIGH SCHOOL.

CARLOW, RICHARD W.	MALONEY, T. FRANCIS
COAD, RALPH	McCAFFREY, HUGH M.
DALY, HENRY	McWHORTER, GARDNER A.
DRISCOLL, HARRY	MATTHEWS, FRANCIS P.

EGAN, RICHARD A.  
 FARRELL, HOWARD  
 FARRELL, RAYMOND A.  
 HANNON, JAMES J.  
 HARRINGTON, GERALD F.  
 HOGAN, JOHN  
 JUDGE, JAMES  
 KENNEDY, BERNARD A.  
 KEYSER, GEORGE A.  
 KLEYLA, RAYMOND  
 LITTLE, PHILIP S.

MICHELSSEN, HARRY W. (special)  
 MOGAN, WILLIAM E.  
 MUGAN, MICHAEL J.  
 MURPHY, J. HARRY  
 PEASINGER, CHARLES W.  
 QUIGLEY, WILLARD H.  
 RADEMACHER, GERARD V. J.  
 RING, EDWARD  
 SCOTT, WALTER H.  
 STAGNO, MICHAEL A.  
 TANNER, JOSEPH W.

TAYLOR, EDMUND C.

### THIRD HIGH SCHOOL.

ARMSTONG, EDGAR V.  
 BURLEW, CHARLES A.  
 CARROLL, GEORGE P.  
 CICH, MICHAEL J.  
 CONNELL, HERBERT J.  
 CONNOLLY, JAMES J.  
 COUNLEY, ROY A.  
 DAUGHERTY, JOHN C.  
 DONNELLY, THOMAS S.  
 DONOVAN, WILLIAM E.  
 DREIBUS, PERCY F.  
 DWYER, PAUL J.  
 FARRELL, ROBERT F.  
 FRIMANN, PERRY J.  
 GOLDEN, PATRICK  
 HANNON, EMMETT  
 HARRIGAN, CLARENCE E.  
 HAZELTON, PAUL H.  
 HOOPER, WILLIAM R.  
 HORAN, RAYMOND J.

HUNTZINGER, ARTHUR  
 HYNES, WILLIAM  
 KELLEY, PAUL L.  
 KERNS, JOHN T.  
 LANPHIER, THOMAS G.  
 MAHER, JOSEPH M.  
 MARRIN, FRANCIS E.  
 MARTIN, CLEMENT L.  
 McNAMARA, RAYMOND D.  
 MULLIN, FRANCIS R.  
 MULLIN, JOSEPH C.  
 MURPHY, EDMUND J.  
 MURPHY, FRANCIS P.  
 OWENS, W. RAYMOND  
 ROSE, WILLIAM T.  
 SHIRLEY, EDWARD G.  
 STAPENHORST, HARRY T.  
 STUART, LEO  
 WALLACE, FRANCIS R.  
 WELCH, JOHN J.

WHITTAKER, REGINALD

### SECOND HIGH SCHOOL.

BAMFORD, RAYMOND J.  
 BARRY, JAMES B.  
 BEVERIDGE, JOHN  
 BURKE, DONALD J.  
 BYRNE, LEO J.  
 CALHOUN, LEO A.  
 COBRY, CHARLES F. V.  
 COFFEY, JOHN L.  
 CONNELL, ROBERT D.  
 CONNOLLY, CORNELIUS F.

McCAFFREY, JOHN J.  
 McCAFFREY, OWEN  
 McCREARY, EDWARD S.  
 McMAHON, EDWARD E.  
 McSHANE, GEORGE F.  
 MEYEN, CONRAD P.  
 MILLER, EDWARD L.  
 MOONEY, PATRICK B.  
 MUFFITT, DEISS E.  
 MURPHY, EDWARD

COUPAL, VITAL P.  
DONAHUE, EDWARD J.  
FESTNER, F. JULIUS  
GIBSON, ALBERT A.  
GILLESPIE, FRANCIS  
HAARMANN, CARL F.  
HAMILTON, CHARLES W.  
HAMILTON, RAPHAEL  
HARVEY, FRANCIS P.  
JAMIESON, ALEXANDER W.  
KAVANAGH, LOUIS D.  
KELLEY, JAMES F.  
KELLY, JAMES FRANCIS  
KUHN, BLANCHARD  
LANPHIER, BASIL C.  
LOWE, JOHN J.

NORRIS, THOMAS J.  
NUGENT, JOSEPH A.  
O'CONNOR, JOHN J. JR  
O'DONAHOE, GERALD  
O'NEIL, JAMES A.  
PEACOCK, JOSEPH  
RILEY, GEORGE L.  
ROURKE, DAVID T.  
RUSH, LEO J.  
SMITH, JAMES F. W.  
SMITH, ENOS B.  
SPELLMAN, JOHN  
SQUIRES, HAROLD A.  
SUCHY, BOHUMIR H.  
SWEENEY, EDWARD J.  
VOLKMEIER, ARTHUR E.

WRIGHT, GEORGE B.

### FIRST HIGH SCHOOL.

BALDWIN, ROBERT W.  
BANCKER, WILLIAM D.  
BOHAN, WILLIAM J.  
BORGHOFF, FRANCIS A.  
BOROWIAK, EDMUND  
BOWLER, GEORGE W. J.  
BRADY, ALEXANDER  
BYRNE, JOSEPH J.  
CALLAHAN, EDWARD F.  
CARMODY, FRANCIS S.  
CHRISTIE, ARTHUR J.  
COLLINS, JAY  
CONNOLLY, JAMES P.  
CONNOR, EDWARD J.  
CRAREN, ROBERT J.  
CRAWFORD, WILLIAM H.  
CRONIN, JOHN S.  
CULLEN, BERNARD  
DANAHY, JOSEPH D.  
EMIG, CLARENCE P.  
FITZGERALD, CLEMENT  
FOLEY, THOMAS JR.  
FOLEY, SIDNEY J.  
FORAN, THOMAS M.  
FURAY, WILLIAM F.  
GAHAN, DAVID  
GAUVREAU, ALFRED  
GILLESPIE, BERNARD  
GOODALL, OSWALD P.  
GOSSELIN, EARL

KELLY, JOHN T.  
KENNY, ROBERT W.  
KERR, LOUIS J.  
KIRBY, MICHAEL P.  
LARKIN, JOHN J.  
LEE, JOHN A.  
LOGSDON, MARK A.  
MAY, LEO  
McAVOY, PRESTON T.  
McCANN, LEE P.  
McDERMOTT, RAYMOND  
McINERNEY, JOSEPH  
McWHORTER, DONALD  
MOLLNER, PAUL  
MORGENTHALER, OTIS P.  
NEBLE, EJVIN M.  
O'LEARY, DUNCAN  
PARKINS, FRANCIS E.  
PETERS, EDWARD W.  
PETERSON, CURTISS J.  
POLSKI, JOHN  
RANCE, WILLIAM  
REGAN, THOMAS J.  
RICKER, CHARLES A.  
RICKER, GEORGE E.  
SHEEHAN, WILLIAM D.  
SHEEHEY, JOSEPH D.  
SHEETS, FLOYD  
SHELBY, VICTOR P.  
SMITH, CHARLES E.

HAHN, FRED  
 HALL, PERCY W  
 HALPINE, JOHN  
 HARSHMAN, JOHN O.  
 HAYES, ROY T.  
 HEAFEY, JOHN C.  
 HEAFEY, MORGAN J.  
 HEAVEY, HERBERT F.  
 HERBES, WALTER J.  
 HOULTON, JOHN J.  
 JONES, DAVID S.  
 KELLY, CHARLES A.

SMYTH, BERNARD  
 SOAT, RAYMOND F.  
 SOBCZYK, ANDREW  
 SULLIVAN, CHARLES  
 SULLIVAN, HARRY  
 SULLIVAN, HENRY L.  
 TAMISIEA, JOHN A.  
 WAGNER, ANTHONY C.  
 WALDMAN, LOUIS F.  
 WEPPNER, FRED  
 WIEGAND, FRANCIS  
 ZACH, WILLIAM

### SPECIAL CLASS.

BAISCH, CHARLES J.  
 BENJAMIN, JOHN  
 BOYLE, STEPHEN  
 BURNS, FRANCIS  
 BYERLY, JOHN  
 FOLLMANN, JOHN C.  
 GAGNON, HAROLD R.  
 HANNON, LEO E.  
 HART, HOWARD  
 HEATON, LEE  
 HRONEK, WALTER C.  
 KANE, VINCENT  
 KENNEDY, THOMAS S.

KRANZ, LESLIE H.  
 LYNCH, DANIEL  
 MAISCH, HERBERT W.  
 MAULICK, HERMION  
 McCRANN, WILLIAM J  
 MORAN, ROBERT  
 MORROW, THOMAS M.  
 MURPHY, JOSEPH  
 NELSON, THEODORE  
 PETERSON, OTTO  
 RUBES, JOHN E.  
 SUBER, CHARLES E.  
 SULLIVAN, JOHN E.

### RECAPITULATION.

COLLEGE CLASSES	53
HIGH SCHOOL CLASSES	210
SPECIAL STUDENTS	26
TOTAL	289

### ACKNOWLEDGMENTS.

The President and Faculty wish to express their grateful thanks for donations received during the past year.

### DONORS OF MEDALS.

RIGHT REV. RICHARD SCANNELL, D. D.  
 RIGHT REV. A. M. COLANERI, V. G.  
 VERY REV. JOHN JENNETTE.

VERY REV. PATRICK SMYTH.  
 VERY REV. JOSEPH RUESING.  
 REV. PATRICK MCGOVERN.  
 REV. JAMES AHERNE.  
 REV. PATRICK J. JUDGE.  
 REV. D. W. MORIARTY.  
 TOM J. McSHANE.  
 JOHN M. DAUGHERTY.  
 KNIGHTS OF COLUMBUS, OMAHA COUNCIL No. 652.

### GIFTS TO THE LIBRARY.

REV. J. VRANEK.  
 REV. J. E. COPUS, S. J.  
 MR. VICTOR ROSEWATER.  
 HON. JOHN A. McSHANE.  
 CATHOLIC TRUTH SOCIETY.

### GIFTS TO THE SCIENTIFIC DEPARTMENT.

F. J. WHALEN, A. E. HENELY AND N. C. LEARY, OF THE CLASS OF '06; a polyphase current apparatus.

C. O'DONOVAN AND F. DE LA VEGA, OF THE CLASS OF '05; a 120-watt motor generator.

W. T. CULLEN, OF THE CLASS OF '08; stereoscope pictures and shop tools.

H. M. McWHORTER, OF THE CLASS OF '08; an Edison phonograph.

### AWARD OF MEDALS.

Honor Medal, Class of 1907.... GEORGE F. BUSHMAN  
 Rhetoric Class Medal..... PAXTON WARE  
 Poetry Class Medal.....RAYMOND P. CORRIGAN  
 Humanities Class Medal..... MICHAEL J. MUGAN  
 First Academic A—Class Medal..... ROY COUNLEY  
 First Academic B—Class Medal..... FRANCIS WALLACE  
 Second Academic A—Class Medal .... DONALD J. BURKE

Second Academic B—Class Medal . . . F. JULIUS FESTNER  
 Third Academic A—Class Medal . . . . . WILLIAM F. FURAY  
 Third Academic B—Class Medal . . . . . EARL GOSSELIN  
 Third Academic C—Class Medal . . . . . PAUL MOLLNER  
 Elocution, College Department . . . WILLIAM P. STERNBERG  
 Elocution, High School Department . GERALD O'DONAHOE.

## CONFERRING OF DEGREES, JUNE 19, 1907.

The Degree of Master of Arts was conferred upon:

HENRY M. FITZGIBBON, A. B.	GEORGE MERTEN, A. B., LL. B.
JOHN H. KENNEDY, A. B., LL.B.	JOHN QUINN, A. B., LL. B.
HERBERT P. LEAVITT, A. B., LLB.	WILLIAM SCHELL, A. B., LL.B.
WILLIAM LYNCH, A. B., LL. B.	CONSTANTINE J. SMYTH, A.B., LLB
T. J. MAHONEY, A. B., LL. B.	ROBERT STUART, A. B., LL. B.
C JOSEPH McCAFFREY, A.B., LLB.	

The Degree of Bachelor of Arts was conferred upon:

GEORGE F. BUSHMAN,	EUGENE NOONAN,
JOSEPH F. BYRNE,	JOHN H. O'MALLEY,
HOWARD H. CRANEY,	THOMAS R. RILEY,
W. HAROLD DOWNEY,	JOHN W. RYAN,
THOMAS FEIGHNEY,	J. WALTER SCHOPP,
T. SHERMAN McCAFFREY,	WILLIAM P. STERNBERG.
JOHN A. McSHANE,	

# Commencement Week

---

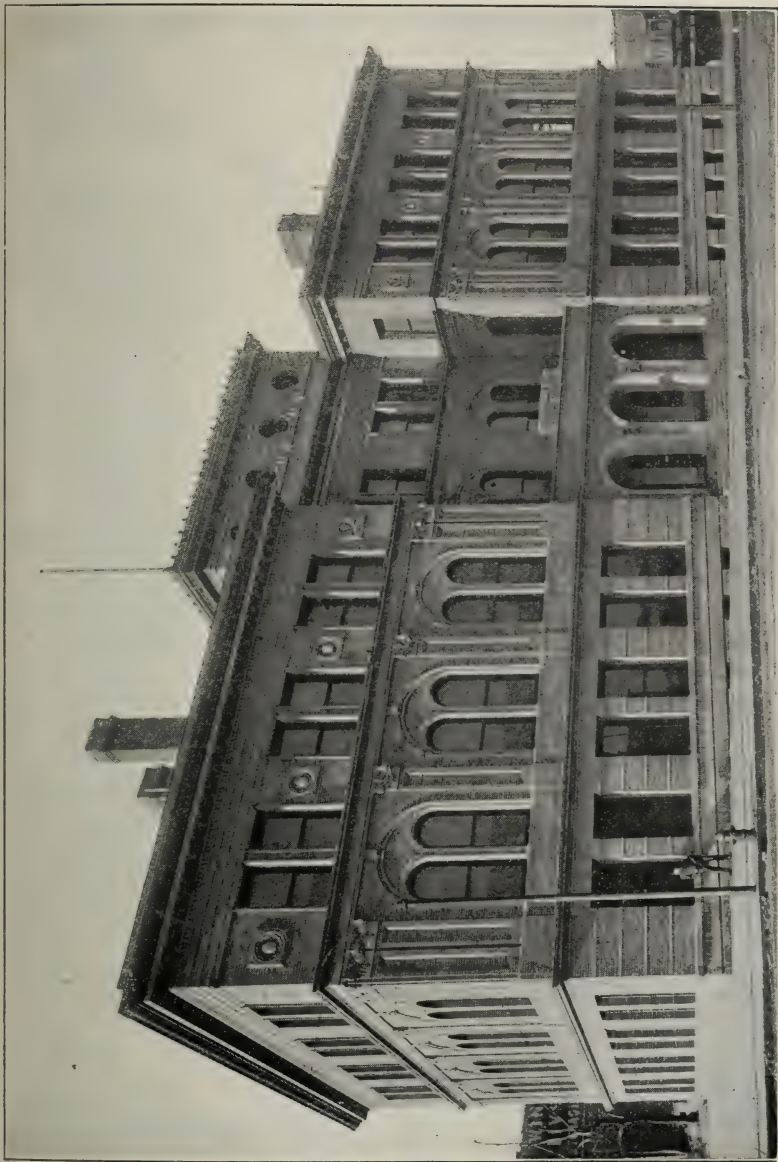
Solemn Mass and Sermon - - - Sunday, June 17  
11:00 A. M.

Distribution of Medals and Undergraduate Exercises  
University Auditorium, June 19  
9:00 A. M.

Graduating Exercises—Class of 1907  
University Auditorium, June 19  
8:15 P. M.

---

The next Session will open Tuesday, Sept. 3, 1907.



THE JOHN A. CREIGHTON MEDICAL COLLEGE.

## BOARD OF REGENTS.

REV. M. P. DOWLING, S. J.....	President of the University
DEWITT C. BRYANT, A. M., M. D.....	Dean and Secretary
A. W. RILEY, A. M., M. D.....	Treasurer
J. S. FOOTE, A. M., M. D.	

## FACULTY.

D. C. BRYANT, A. M., M. D., Dean.....	McCague Building Professor of Ophthalmology, Oculist and Aurist to St. Joseph's and Mercy Hospitals. Consultant to Douglas County Hos- pital
A. W. RILEY, A. M., M. D.....	Brown Block Professor of Principles and Practice of Medicine and Clinical Medi- cine. Physician to St. Joseph's Hospital
A. D. DUNN, M. D.....	McCague Building Professor of Principles and Practice of Medicine and Clinical Medicine Physician to St. Joseph's and Douglas County Hospitals
LEROY CRUMMER, M. S., M. D.....	Continental Block Professor of Medicine and Clinical Medicine. Physician to St. Joseph's Hospital
J. P. LORD, M. D.....	Paxton Block Professor of Principles and Practice of Surgery and Clinical Surgery, and Orthopedic Surgery. Surgeon to St. Joseph's, Douglas County, Clarkson, Wise Hospitals and Ne- braska Hospital for Crippled, Ruptured and Deformed Children
A. P. CONDON, M. D.....	Bee Building Professor of Principles and Practice of Surgery, and Clinical Surgery. Surgeon to St. Joseph's and Wise Memorial
H. P. HAMILTON, M. D.....	McCague Building Professor of Surgery and Surgical Pathology. Surgeon to St. Joseph's and Douglas County Hospitals
H. B. JENNINGS, M. D.....	Council Bluffs Professor of Fractures and Dislocations and Minor Surgery. Physician and Surgeon to Mercy and St. Bernard's Hospitals
J. M. BARSTOW, M. D.....	Council Bluffs Professor of Applied Therapeutics. Physician to St. Bernard's and Mercy Hospitals
W. O. HENRY, M. D.....	McCague Building Professor of Gynecology. Gynecologist to St. Joseph's Hospital and Omaha General Hospital

- H. CLAYTON SUMNEY, M. D.....Karbach Block  
Professor of Dermatology, Syphilology and Genito-Urinary  
Diseases. Dermatologist to Douglas County and Omaha  
General Hospitals
- H. LESLIE BURRELL, M. D.....McCague Building  
Professor of Otolaryngology, Rhinology and Laryngology. Oculist to  
St. Bernard's, St. Joseph's and Omaha General Hospitals
- E. C. HENRY, M. D.....McCague Building  
Professor of Anatomy, Gynecologist to St. Joseph's Hospital  
and Assistant Surgeon to Douglas County Hospital,  
Surgeon to Omaha General Hospital
- F. E. COULTER, M. D.....McCague Building  
Professor of Diseases of the Mind and Nervous System.  
Neurologist to St. Joseph's, Mercy and Douglas County  
Hospitals
- J. S. FOOTE, A. M., M. D.....McCague Building  
Professor of Physiology, Histology, Pathology and Clinical  
Microscopy. Pathologist to St. Joseph's Hospital
- MILLARD LANGFELD, A. B., M. D.....McCague Building  
Professor of Bacteriology and Embryology, Bacteriologist to  
Omaha City Board of Health. Physician to Douglas  
County and St. Joseph's Hospitals
- CHAS. F. CROWLEY, A. M., PH. G. M. D.,...Creighton Medical College  
Professor of Chemistry, Toxicology and Skiagraphy. Chemist to  
Omaha Board of Health
- WILLIAM P. WHELAN, S. J.....Creighton University  
Professor of Medical Jurisprudence
- R. D. MASON, M. D.....Brown Block  
Professor of Rectal Surgery. Surgeon to St. Joseph's Hospital
- A. L. MUIRHEAD, A. B., M. D.....4248 Burdette Street  
Professor Pharmacology and Materia Medica
- F. W. HOUGHTON, M. D.....Council Bluffs  
Professor of Diseases of Children. Physician to Mercy and St.  
Bernard's Hospitals
- T. J. MAHONEY, LL. B.....Paxton Block  
Lecturer on Medical Law
- A. H. HIPPLE, D. D. S.....Bee Building  
Lecturer on Oral Surgery
- F. T. SEYBERT, M. D.....Council Bluffs  
Didactic and Clinical Lecturer on Mental Diseases. Physician  
and Surgeon to St. Bernard's and Mercy Hospitals
- R. E. SCHINDEL, M. D.....South Omaha  
Professor of Diseases of Stomach

- CHARLES O'NEILL RICH, B. S., M. D.....McCague Building  
Professor of Surgical and Regional Anatomy. Surgeon to  
Clarkson Hospital and Assistant Surgeon to Douglas  
County Hospital
- RUDOLPH RIX, B. S., M. D.....McCague Building  
Associate Professor of Anatomy, Physician to Douglas County  
and Swedish Hospitals
- H. L. AKIN, A. M., M. D.....McCague Building  
Instructor in Clinical Diagnosis
- PAUL ELLIS, M. D.....24th and Ames Avenue  
Assistant in General Medicine. Physician to Swedish Hospital
- J. HELLWIG, A. M., M. D.....Karbach Block  
Assistant in Dermatology, Syphilology and Genito-Urinary  
Diseases
- E. DELANNEY, M. D.....South Omaha  
Associate Professor in Hygiene
- MARY STRONG, M. D.....24th and Binney Streets  
Demonstrator in Obstetrics and Assistant to Chair of Obstetrics.  
Obstetrician to Douglas County Hospital
- C. M. SHINDEL, M. D.....South Omaha  
Lecturer on Clinical Surgery. Dispensary Clinic
- B. M. RILEY, B. S., M. D.....Douglas Block  
Instructor in Medicine. Physician to Douglas County Hospital
- F. W. LAKE, A. B., M. D.....Brown Block  
Instructor in Medicine. Physician to Douglas County Hospital
- A. E. MACK, M. D.....Barker Block  
Professor of Obstetrics. Obstetrician to the Omaha General  
Hospital
- N. F. STEINER, M. D.....Karbach Block  
Assistant in Clinical Surgery
- A. S. PINTO, M. D.....Karbach Block  
Special Lecturer on Tropical Diseases
- A. S. VON MANSFELDE, M. D.....Ashland, Nebraska  
Special Lecturer on Medical Ethics
- J. A. CUMMINGS, B. S. M. D.....McCague Building  
Demonstrator in Anatomy
- F. E. FITZGERALD, M. D.....Brown Block  
Demonstrator in Anatomy
- M. J. SCOTT, M. D.....McCague Building  
Demonstrator in Anatomy
- II. L. ARNOLD, M. D.....Creighton Block  
Demonstrator in Anatomy

L. B. BUSHMAN, A. M., M. D. . . . .	28th and Leavenworth Streets
Demonstrator in Anatomy	
A. C. BUNCE, M. D. . . . .	24th and Cuming
Demonstrator in Anatomy	
NEWELL JONES, Ph. G. M. D. . . . .	40th and Hamilton Streets
Demonstrator in Anatomy	

## GENERAL STATEMENT.

The Sixteenth Annual Course of Study will begin on Tuesday, September 3, 1907, at nine a. m., and will close May 3, 1908.

The college year is divided into two semesters; the first beginning September 4th, and ending December 24th; the second beginning January 7th, and ending May 4th.

The school is undenominational. Men and women are admitted on the same terms. The required period of study for the degree of Doctor of Medicine is four years; eight months constituting the school year. The studies are graded, so far as practicable, throughout the four years and the grading is arranged with reference to the relation which the subjects bear to each other.

The work of the first two years deals with the scientific or laboratory branches, while that of the last two years deals with the principles and practice of medicine and surgery, their associated specialties and the application of scientific methods to clinical experience.

It is desirable that all students matriculate before the beginning of the term and necessary that they begin work on the first day of the term. Any other arrangement impedes the progress of the student, as the most important part of a course of study of an unfamiliar branch is the first part.

## SPRING TERM.

In addition to the regular term of eight months, a spring course of two months in the first and second year work is continued from close of winter term to the last of June.

This short course gives students deficient in time or work an opportunity to make up such deficiency and also allows physicians already in practice who have only a short time to spare from their professional duties to renew their acquaintance with laboratory work and to familiarize themselves with whatever new things there are in Histology, Pathology, Bacteriology, Chemistry, etc.

### **REQUIREMENTS FOR ADMISSION.**

The requirements for admission to this college are based upon the requirements of the Association of American Medical Colleges, together with such additions as are necessary to meet the special rules of the Boards of Health in near by states.

Applicants for admission to this college must be at least seventeen years of age, must present satisfactory evidence of good moral character, and fulfill the educational requirements hereinafter specified.

The following credentials will be recognized as fulfilling the educational requirements for admission to the study of medicine in this college:

(a) A diploma from a recognized and reputable literary college having a classical course granting the degree of Bachelor of Arts or equivalent degree.

**The degrees which are deemed equivalent to those of Bachelor of Arts are: Doctor of Philosophy, Doctor of Science, Doctor of Letters, Master of Arts, Master of Science, Bachelor of Philosophy, Bachelor of Science, Bachelor of Letters, Bachelor of Classics, Civil Engineer and Mechanical Engineer.**

(b) A diploma from an accredited and reputable high school, normal school or academy having a classical course, issued after four years of study of at least eight and one-half months in each separate year.

(c) A teacher's permanent or life certificate granted upon examination by the State Board of Education, together with a certificate showing that the holder has studied Latin for at least one year.

(d) A medical student's certificate issued upon examination by any recognized State Board of Medical Examiners.

(e) A student's certificate of examination for admission to the Freshman class of a recognized literary or scientific college.

(f) A certificate from any reputable instructor or educational body, recognized by a State Board of Education, showing that the holder has passed a satisfactory examination, giving him credit for thirty-two points, of which at least two must be in Latin.

**One point in any subject means not less than five periods a week, of forty-five minutes each, for eighteen weeks.**

Students not possessing the educational requirements above specified are earnestly advised to enter the Academic Department of the university or some other reputable school and make up the existing deficiency before applying for admission to the Medical course.

### **ADMISSION TO ADVANCED STANDING.**

Students holding certificates of attendance and credits from other reputable medical colleges will, on presentation of such certificates, together with satisfactory credentials of preliminary education, be admitted to advanced standing and given credit for work done.

### **COMBINED SIX YEARS COURSE IN LITERATURE, SCIENCE AND MEDICINE.**

The University offers a combined course in literature, science and medicine which enables students to spend part of their time in the second, third and fourth years in the Medical school and at the end of the fourth year to procure

the Bachelor's degree (A. B.) The last two years are devoted entirely to medicine and at the end of the sixth year the degree of Doctor of Medicine is conferred.

### **ALL-MEDICAL FIVE YEARS COURSE.**

This course is recommended to students desiring an especially thorough and complete Medical course.

The first year's work embraces Physics, Biology, Comparative Anatomy, Chemistry and Latin. This course is open to students possessing a preliminary education of twenty-two points.

The remaining years are those of the regular four years course of medicine.

At the end of five years, a Medical Honorary, in addition to the degree of M. D., will be conferred upon students taking this course.

### **GENERAL PLAN OF INSTRUCTION.**

Work in the dissecting room, in the laboratory, at the bedside, demonstrations, clinics, lectures and recitations are the main features of the methods of instruction. The didactic lecture is used as a means of instruction in all subjects which require elucidation. The quiz forms one of the most important parts of the course; a part of each hour of instruction is devoted to it, or the whole hour at the termination of the lectures on a subject.

The work of each year is as nearly complete in itself as it is possible to make it, and examinations and credits are given as the work progresses. The student is marked according to his knowledge of a subject, and the term standing determines the advancement of the pupil, therefore a punctual attendance is essential to a good standing.

The first years of the medical course are devoted mainly to the fundamental medical sciences, the larger part of the time being spent in the laboratories. The studies of the

first year are anatomy, histology, physiology, materia medica and chemistry. The study of anatomy, chemistry and physiology is continued into the second year; in addition, pathology, applied therapeutics, pharmacology and toxicology, hygiene and state medicine are studied. A practical course in bacteriology, with the chief emphasis upon its hygienic and medical bearing, is given during the first three months of this year; also during the last six weeks of the year; the student is instructed in the methods of physical examinations of the thorax and abdomen. Upon the student's success in the work of the first two years will depend his success in all future medical study.

During the third year the general principles of the practical branches of medicine and surgery, including its special branches, are taught by didactic lectures, recitations and quizzes. The knowledge thus gained by the student is put to a practical test in the hospital and dispensary clinics.

During the fourth year the study of the same branches is continued. Nearly all the instruction however is given by clinics, clinical lectures, and quizzing. Students are required to examine, make diagnosis, and prescribe for patients suffering from all forms of disease, thus familiarizing themselves with practical work of the profession they are about to enter. Ample material for instruction is furnished by the St. Joseph's, Mercy, Douglas County, St. Bernard's and the Omaha General Hospitals and the dispensary clinics.

Electro-therapeutics, hydro-theraphy, massage and suggestive therapeutics are given as much prominence in the course as the merits of each special branch deserve.

Attendance at the hospital and dispensary clinics is obligatory with students of the third and fourth years.

# EXPENSES.

## FIRST YEAR.

Tuition. ....	\$85.00
*Returnable breakage and key deposit. ....	2.00
Use of Microsope. ....	2.00

## SECOND YEAR.

Tuition. ....	\$85.00
*Returnable breakage and key deposit. ....	2.00
Use of microscope. ....	3.00

## JUNIOR YEAR.

Tuition. ....	\$80.00
Hospital Fees. ....	10.00

## SENIOR YEAR.

Tuition. ....	\$80.00
Hospital Fees. ....	10.00

No fee for examination or graduation.

For further information address

D. C. BRYANT, A. M., M. D.

McCague Building,

Omaha, Nebraska.

---

\*At the end of each term the breakage and key deposit, minus the cost of material broken and keys replaced will be returned.

Rooms with board may be had for from three and a half to five dollars a week.

# COLLEGE OF MEDICINE MATRICULATES 1906-1907.

## FRESHMAN CLASS.

ANDERSON, J. B.	McDERMOTT, B. V.
AHLQUIST, R. E.	McCARTHY, T. F.
BARNHART, E. G.	MILNER, T. C.
BARBOUR, F. L.	MALONEY, A. P.
BLAKELEY, N. H.	McATEE, J. S.
CAULEY, F. P.	NELSON, L. L.
CURRAN, G. L.	O'CONNOR, D.
CONDON, E. P.	PATTERSON, J. C.
DeWITT, C. H. JR.	PARSONS, A.
DERMODY, L. A.	RYMAN, E. M.
DORSEY, T. J.	SANDUSKY, W.
DELANEY, W. A.	SUGARMAN, H.
FARRELL, J. C.	SIGAFOOS, J. F.
GAULE, E. T.	SCHRIER, A. R.
GOLDEN, T. V.	SEASONGOOD, E. R.
HILSABECK, L. C.	SCHramek, J. M.
HARRIS, T. T.	SHANAHAN, E. F.
KANE, H. J.	SMITH, F. A.
LUBELEY, L. F.	SCHIFFLER, F.
LEE, A.	TOWNSEND, GUY W.
LOMBARD, M. S.	THOMAS, J. W.

## SOPHOMORE CLASS.

ANDERSON, J. C.	MOORE, C. G.
AYLESWORTH, W. S.	McNALLAN, M.
BARSTOW, MISS RUTH	McDAIRMID, L. F.
BISHOP, O. C.	MERIDETH, E. L.
BLOEDORN, W. A.	NAGLEMAN, C.
BENJAMIN, H. P.	NOVAK, J. A.
BOUZA, F. E.	PUTMAN, J. L.
CLEAVER, G. D.	RICE, R.
COLLETT, E. D.	RIDDELL, MRS. C. B.
CRISTENSON, J. F.	SLATTERY, J. T.
DAVIS, W. W.	SMITH, S. H.
DORAN, MISS S. C.	SMITH, E. H.
EASTMAN, S.	SMITH, G. R.
ENGLEMAN, W. T.	SEARS, J. E.
FETTER, E. W.	STRATTON, R. B.
GUMPER, J. B.	STEVENS, G. R.
KREUSHER, P. H.	TELLESEN, C. C.
LUXFORD, W. J.	TORJUSON, T. B.
LUNDY, L. F.	WILSON, E. O.
LYNCH, MISS D. A.	THOMPSON, W. Y.

## JUNIOR CLASS.

BOLAND, F. W.	PARMENTER, J. A.
BURCHARD, H. D.	PEARSON, W. H.
CLARK, GEO. A.	PINTO, W. H.
DERMODY, L. A.	PRENDERGAST, J. F.
FITZGIBBON, H. M.	PUTNAM, F. P.
FLAMM, W. H.	PULVER, J. E.
HUBER, S. A.	QUINN, J. F.
HEDLUND, A. E.	SEASONGOOD, R. R.
IVINS, R. L.	SHAW, S. L.
JOHNSON, H. A.	SIMPSON, J. E.
JONES, C. R.	SLATTERY, P. A.
KIMBALL, A. P.	STERN, M. A.
LANPHIER, V. A.	STUART, F. I.
LEAHY, J. E.	SUCHA, W. R.
LOFTUS, H.	SMITH, R. L.
MEEAHAN, J. W.	THOMPSON, H. H.
MILLER, L. N.	THOMPSON, K. E.
MULDOON, J. K.	WHITEHEAD, C. E.
NEMEC, C. J.	WAGNER, W. J.
NEWELL, C. H.	WATSON, E. A.
NOWERS, W. E.	

## SENIOR CLASS.

ARNOUT, J. C.	LEADINGHAM, A. R.
BILGER, F. W.	McCAW, F. W.
BENEWA, W. G.	McCARL, J. J.
BOETEL, G. H.	McCARL, E. B.
CONWELL, P. L.	McCLENEGHAN, S.
DARROW, G. E.	MOORE, L. T.
DeLANNEY, R. A.	MOWERY, H. C.
DISHONG, G. W.	NASON, W. C.
DONOVAN, M. J.	PATTERSON, S. T.
ELMORE, S. Q.	PUGSLEY, G. W.
FITZGERALD, E. T.	PRUNER, W. H. JR.
FLYNN, J. F.	RABER, D. D.
HART, R. S.	SACHS, A.
HARRIS, R. B.	SHRIVER, M. E.
HEINE, A. L.	SMEALL, J. S.
JOHNSON, C. C.	SNELL, C.
KELLY, E.	THELEN, E.
KOORY, S.	TYLER, A. F.
LONG, F. H.	LUNGREN, AL.

## RECAPITAUCTION.

FRESHMEN	42
SOPHOMORE	40
JUNIORS	31
SENIORS	38
Total	161



THE EDWARD CREIGHTON INSTITUTE.

# COLLEGE OF LAW.

---

## FACULTY.

REV. M. P. DOWLING.  
President of the University.

T. J. MAHONEY,  
(A. M. Creighton; LL. B., University of Iowa, 1885; President  
Nebraska Bar Association).

Dean, and Professor of International Law and Admiralty

C. J. SMYTH,  
(Ex-Attorney General of Nebraska).  
Associate Dean, and Professor of Code Pleading and Quasi Contracts

REV. M. J. RYAN, S. J.,  
Director of Studies, Lecturer on Legal Ethics, and Instructor in Elocution  
and Forensic Oratory.

FRANK CRAWFORD,  
(A. B., Yale, 1891; LL. B., University of Michigan, 1893).  
Professor of Evidence.

LEE S. ESTELLE,  
(Judge, Douglas County District Court).  
Professor of Criminal Law and Criminal Procedure.

MATTHEW A. HALL,  
(LL. B., University of Wisconsin, 1888)  
Professor of Domestic Relations.

HOWARD KENNEDY, JR.,  
(A. B., Williams College, 1889; LL. B., Washington University, 1891;  
Judge Douglas County District Court).  
Professor of Constitutional Law.

JAMES A. C. KENNEDY,  
(LL. B., University of Nebraska, 1900).  
Professor of Private and Municipal Corporations.

HERBERT P. LEAVITT,  
(A. B., University of Nebraska, 1896; LL. B., Omaha School of Law, 1898).  
Professor of Bills and Notes.

PAUL L. MARTIN,  
(A. M., Creighton, 1905; LL. B., Harvard University, 1905).  
Professor of Contracts, Property, Equity and Conflict of Laws.

VICTOR R. McLUCAS,  
(A. B., University of Nebraska, 1896; LL. B., University of Michigan,  
1905).  
Professor of Agency.

JOSEPH W. WOODROUGH,

Professor of Insurance.

DUNCAN M. VINSONHALER,

(LL. B., University of Michigan, 1891; Ex-Judge, Douglas County Court).

Professor of Torts, Lecturer on Probate Procedure, and Director of Moot Court.

SIDNEY W. SMITH.

(LL. B., University of Wisconsin, 1900).

Professor of Property.

JOHN A. BENNEWITZ,

(A. M., Creighton, 1904; LL. B., Georgetown University, 1904).

Assistant Professor of Torts.

HARRISON C. BROME,

Lecturer on Mortgages, Public Officers and Extraordinary Legal Remedies.

CHARLES E. CLAPP,

(Ph. B., Lehigh University; Ex-Referee in Bankruptcy).

Lecturer on Bankruptcy.

HARLEY G. MOORHEAD,

(Ph. B., Oberlin College, 1899; LL. B., Columbia University, 1902).

Professor of Sales of Personal Property.

DANIEL J. RILEY,

(A. B., St. Mary's College, 1896; LL. B., University of Nebraska, 1900).

Assistant Professor of Criminal Law and Criminal Procedure.

GEORGE A. DAY,

(B. S., Tabor College, 1882; LL. B., University of Iowa, 1883; Judge, Douglas County District Court).

Lecturer on Suretyship.

FRANK H. GAINES,

(B. S., Knox College, 1884).

Lecturer on Titles and Conveyancing.

WILLIAM H. MUNGER,

(Judge United States District Court).

Lecturer on Federal Procedure.

EDWARD P. SMITH,

(LL. B., University of Iowa, 1885; Ex-Deputy Attorney General of Nebraska).

Lecturer on Damages.

JOHN F. STOUT,

Lecturer on Judgments and Liens.

ARTHUR C. WAKELEY,

(B. Lit., Cornell University, 1878).

Lecturer on Civil Law.

LOUIS J. TE POEL,

(LL. B., Columbia University, 1905).

Professor of Trusts.

## **THE CREIGHTON UNIVERSITY COLLEGE OF LAW.**

This department of the University was opened in October, 1904. It occupies the Edward Creighton Institute, a building 66 by 126 feet, four stories and basement, recently erected on Eighteenth street, opposite the City Hall, for the joint use of the Law and Dental Departments.

The law library is located in the front part of the second story of this building and is flanked on one side of a reading room for the use of the members of the Omaha bar, together with two dictation rooms for their exclusive use, and on the other by a study room for the students of law. A commodious lobby opening from the elevator and staircase gives access to the library and reading rooms. On the other side of the staircase a room, twenty by sixty-six feet, suitably furnished, is set apart for smoking and lounging. The office of the Secretary opens out into this room as well as into the reading room and lobby.

A large lecture room, twenty-six by fifty-one feet, and two smaller ones, each twenty-six by twenty-five feet, furnish ample facilities for all the classes. A Faculty room is so situated as to afford ready access to each of the lecture rooms.

A hall, fifty by sixty-three feet, on the lower floor, with two adjacent rooms, each twenty by twenty-six feet, which can be opened up on occasions so as to increase the facilities of the assembly hall, are for the use of both the Law and Dental Departments. These two smaller rooms, can also be used for committee meetings, private classes, consultations and other purposes.

### **THE LAW LIBRARY.**

At a meeting of the Bar Association of Omaha and Douglas County, held January 14, 1905, an association was

formed for the establishment of a Law Library to be located in the Creighton University College of Law Building. The University proposed to furnish free of charge the rooms required, together with light, heat and janitor service, and also agreed to take one-fourth of the stock to be issued. In consideration of the accommodations furnished to the Library and its patrons, the stock held by the University is exempt from all payment of dues and the professors and students have free access to the Library and are entitled to use it without charge. The authorities of the University and the legal fraternity are both equally pleased with the arrangement, the former because at the very beginning of the Law School they are enabled to enjoy the advantages of a large and complete library, which they would ultimately be required to establish whether the Bar Association took action or not; and the latter because they feel that the initiative of the University and its generous proposition enabled them to enlist many subscribers to the fund necessary to the success of the enterprise.

The capital stock was placed at \$25,000 and with a portion of this amount promptly paid in, the Association purchased for \$10,000 cash the excellent library of the New York Life Building. Several thousand more were spent in completing the records, in replacing and repairing worn out volumes and in purchasing such new books as were needed for an up-to-date law library.

### **LOCATION.**

Located on Eighteenth Street, between Douglas and Farnam Streets, the new building is directly opposite the City Hall, within a block of the Douglas County Court House, within a block or two of the Bee Building, New York Life Building and Paxton Block, which contain most of the law offices. It is not more than two blocks distant from any of the principal car lines of the city.

## ADVANTAGES.

The College enjoys many advantages by reason of its location in a large city having extensive commercial interests. Courts are sitting daily, and students have excellent opportunities for observing the work of the Courts in all kinds of litigation. Omaha is an attractive city for student residence; the climate is favorable to intellectual exertion all the year round. Students also have opportunities to connect themselves with the offices of able lawyers, where they may familiarize themselves with the practical details of litigation and the actual conduct of legal business.

## ADMISSION.

The following persons are admitted without examination:

Graduates of recognized Universities and Colleges.  
Holders of State Teachers' certificates.

Graduates of accredited Normal Schools, High Schools, Academic and High School departments of Colleges, or their equivalents.

All other applicants must be examined on the entire subject matter required for admission, except when they can present satisfactory certificates for portions of work required for admission, in which case they will be admitted partly on examination and partly on certificate.

No one who is deficient in grammar, spelling, punctuation, paragraphing, or who otherwise betrays a notable lack of liberal culture, is eligible for admission.

No applicant should be under eighteen years of age.

The amount of preparatory knowledge required for admission is outlined by a recent act of the Legislature of Nebraska, which declares that no one can be admitted to the bar without possessing, in addition to requisite legal attainments, a preliminary education equivalent to that acquired by three years study in some high school accredited

by the State Department of Public Instruction. This law practically defines the minimum of knowledge necessary for unconditional admission into any Law School. The entrance requirements for admission to Creighton University Law School differ but little from those demanded by the College of Literature, Science and Law, as laid down in the Nebraska High School Manual, issued by the State Department of Education and the University of Nebraska.

For full admission without condition, each candidate's credits must equal twenty-eight points, or a total of one hundred and forty recitations or credit hours.

Conditional admission is permitted on a minimum of twenty credit points, or one hundred recitation hours.

In special cases, upon the written recommendation of a school superintendent or a principal, candidates are admitted with less than the required number of points; but the student admitted conditionally must remove the conditions as soon as possible, and in no case shall a degree be granted till all conditions are removed.

A credit point means the work of five recitations per week, of not less than forty-five minutes, during one semester of at least eighteen weeks.

### **STATUS OF STUDENTS.**

A Regular student is one who is regularly admitted, and who is a candidate for a degree.

A Special student is one who is regularly admitted but who, not being a candidate for a degree, does not take the regular course.

A Partial student, or auditor, is one who is not regularly admitted, but who attends one or more courses.

Students desiring to be admitted to advanced standing, must present certificates from other reputable law schools or colleges, showing that they have pursued courses of study equivalent to those prescribed in this college, or undergo a satisfactory examination.

Persons who are unable to meet the entrance requirements may be admitted as special students, without being candidates for a degree. If they are able to meet the entrance requirements later on, such special students will be entered as regular students and candidates for a degree.

## COURSE OF INSTRUCTION.

The course embraces three Academic years of thirty-six weeks each.

The object of the course is to afford a thorough training in the fundamental principles of the law. Instruction is given by the study of leading cases, and text books, by lectures and expositions, and by colloquy and discussion. In addition to the regular instruction, lectures are given by eminent specialists in the profession at the bar and on the bench.

## TUITION AND FEES.

All fees are payable in advance at the office of the Registrar. They are as follows:

Matriculation fee. . . . .	\$ 5.00
Library fee, each semester. . . . .	1.00
Diploma fee. . . . .	10.00

### TUITION FEE.

Payable for the first semester. . . . .	\$25.00
Payable for the second semester. . . . .	20.00
Total. . . . .	\$45.00
Special students, each semester. . . . .	\$12.00

## EXAMINATION FEES.

For advanced standing. . . . .	\$10.00
For all who require special examination. . . . .	2.00

## LIVING EXPENSES.

Board and lodging can be had for \$15 to \$17 a month.

Students have many opportunities to secure employment, by means of which they may defray a part of their expenses. Though the college authorities do not undertake to find employment for students, they will be glad to assist applicants to the best of their power.

To this end a Bureau of Information has been established through which students may obtain profitable employment for their spare time.

A small fee is charged for this service.

Information regarding rooms and board may be had from the Information Bureau free of charge.

## BOOKS.

Books will be furnished at the lowest prices to students who desire them, by applying at the office of the Registrar. Before buying books, students are advised, for their own advantage, to consult with members of the Faculty or Registrar.

# STUDENTS OF THE COLLEGE OF LAW 1906-1907.

---

## FRESHMAN CLASS.

BENJAMIN, CARL J.  
BROME, CLINTON  
BUDDA, H. MARTIN  
CROWE, M. JOSEPH  
DWYER, JOHN V.  
HENELY, AMOS E.  
KEARNEY, J. FRANK  
LIVINGSTON, JESSE G.  
McNALLY, R. E.  
McCABE, W. B.

MOSSMAN, H. L.  
MURRAY, THOS. B.  
O'NEIL, JOHN H.  
O'KEEFE, HORACE V.  
RYMAN, ARTHUR E.  
ROONEY, WM. P.  
ROTH, GORTON  
SPRAGUE, W. P.  
WHEAT, JENNINGS W.

## JUNIOR CLASS.

BRACELIN, C. M.  
BROME, CHAS.  
BURKE, CHAS. S.  
COPELAND, CHAS. S.  
FRASER, W. C.  
FETTERMAN, A. D.  
GOGORTY, D. L.

HOGAN, EDWARD D.  
HAFFKE, CHAS.  
SULLIVAN, JOSEPH R.  
STUART, ROBERT  
SCHNEIDER, LOUIS  
YOUNG, RAYMOND G.  
YOUNG, GEO.

## SENIOR CLASS.

BOLER, JAMES P.  
DONNELLY, M. J.  
LEARY, EDWARD F.  
MERTEN, GEO. H.

McCAFFREY, C. JOSEPH  
McMURPHY, EDWARD H.  
SCHALL, WM. A.

## RECAPITULATION.

FRESHMEN	19
JUNIOR	14
SENIORS	7
	<hr/>
TOTAL	40

The next session opens September 4, 1907.

# COLLEGE OF DENTISTRY.

---

## BOARD OF REGENTS.

M. J. RYAN, S. J., Dean and Pres.  
D. C. BRYANT, A. M., M. D., Vice Pres.  
P. T. BARBER, D. D. S., Treasurer.  
W. M. CONDON, D. D. S., Secretary.

---

## FACULTY.

F. W. SLABAUGH, D. D. S.,  
Professor of Prosthetic Dentistry and Prosthetic Technics,  
Cor. 16th and Harney Streets.

W. M. CONDON, D. D. S.,  
Professor of Crowns and Bridges,  
Humphrey, Nebr.

P. T. BARBER, D. D. S.,  
Professor of Operative Dentistry and Technics.  
Paxton Block.

A. W. NASON, D. D. S.,  
Professor of Clinical Dentistry,  
Bee Building.

A. P. CONDON, M. D., D. D. S.,  
Professor of Oral and General Surgery.

L. G. VAN SLYKE, D. D. S.,  
Professor of Dental Porcelain,  
South Omaha, Nebr.

W. H. TUTTLE, D. D. S.,  
Professor of Orthodontia,  
Assistant Professor of Prosthetic Dentistry and Technics,  
Bee Building.

P. J. HUNTER, D. D. S.,  
Professor of Dental Anatomy,  
Range Block.

CHAS. F. CROWLEY, A. M., Ph. G., M. D.,  
Professor of Chemistry, Dental Metallurgy and Electro Therapeutics.

J. S. FOOTE, A. M., M. D.,  
Professor of Pathology, Histology, and Clinical Microscopy,  
Medical Creighton College.

WILLIAM L. ROSS, M. D.,  
Professor of Dental Neurology,  
Sanitorium, 22nd and Lake Streets.

A. L. MUIRHEAD, M. D.,  
Professor of Physiology and Pharmacology  
Creighton University Dental College.

M. LANGFELD, A. B., M. D.,  
Professor of Bacteriology and Embryology,  
McCague Building.

GUSTAV HAHN,  
Professor of Materia Medica and Therapeutics,  
17th and Farnam Streets.

CHARLES O'NEILL RICH, B. S., M. D.,  
Professor of Anatomy.  
McCague Building.

D. C. BRYANT, A. M., M. D.,  
Diseases of the Antrum and Accessory Sinuses.  
Dean Creighton Medical College,  
McCague Building.

PAUL MARTIN, A. M., LL. B.  
Lecturer on Dental Jurisprudence.

A. W. NASON, D. D. S.,  
Superintendent of Clinics.

### **DEMONSTRATORS.**

A. W. NASON, D. D. S.,  
W. H. TUTTLE, D. D. S.,  
J. G. CONZETT, D. D. S., Dubuque, Iowa,  
WM. FINN, D. D. S., Cedar Rapids, Iowa.

Special Lecturers and Demonstrators on Cavity Preparation and Gold Filling.

MISS JOSEPHINE DORSEY.  
Clerk.

### **CREIGHTON UNIVERSITY DENTAL COLLEGE.**

The third session of the Dental Department of Creighton University will begin on Tuesday, October 1, 1907.

This department occupies two stories of a building sixty-six by one hundred and twenty-six feet, four stories and basement, erected two years ago, on Eighteenth street, opposite the City Hall. The rest of this structure is devoted to the Department of Law. It is called the Edward Creighton Institute in memory of the founder of Creighton College.

The dental equipment is, in all respects, modern and complete, possessing facilities for instruction in dental surgery, unsurpassed by any college in the west.

Abundant clinical material is assured by the central location of the building, placed, as it is, in the very heart of the thriving business part of the city. The elevator, to which there is easy access by the main entrance, carries the patients directly into an elegant waiting-room.

The Infirmary is located on the fourth floor and is a model operating room. It is equipped with New Model Wilkerson dental chairs, and at each chair are fountain cuspidors, electrical switchboards for the distribution of gas, compressed air and electricity. Cleanliness being essential in an operating room, hot and cold water are abundantly provided at different parts of this room for the use of the dental students. The clerk's office is in the center of the infirmary and answers the purpose of an information bureau. The welfare of both student and patient is looked after from this center of busy college life. Adjoining the infirmary is the anaesthetic and extracting room fully equipped for the producing of anaesthesia, local and general. Here also are found apparatus for the use of somnoform, nitrous oxide, chloroform and ether, as also a full line of forceps. All possibilities are foreseen and precautions taken, so that in case of accident there are at hand quick ventilation, hot and cold water and a cabinet of stimulants and antidotes.

### **CONDITIONS OF ADMISSION.**

The minimum preliminary educational requirement is that prescribed by the National Association of Dental Examiners, namely, a certificate or diploma of graduation from an accredited High School, or its equivalent. A certificate from the Superintendent of Public Instruction of the State or his Deputy may be accepted in lieu thereof.

## **TIME FOR ADMISSION.**

Under ordinary circumstances no credit is given to students later than ten days after the opening of the session. In case of sickness, properly certified to by a reputable, practicing physician, the time of admission may be extended; but in no case will it be later than twenty days from the opening day. To obtain credit for a full term, a student must remain in attendance until the close of the session.

When a regularly matriculated student, on account of ill-health, financial conditions or other sufficient cause, finds it necessary to discontinue his studies for a time, he may re-enter the college at the same or a subsequent session, or if he desires to enter another college, he may be transferred without prejudice, on obtaining consent of the Deans of both Colleges.

## **ADMISSION TO ADVANCED GRADES ON CERTIFICATES.**

Students may be received into the advanced grades of Junior and Senior, if they present certificates testifying that they have passed satisfactorily in the studies of the Freshman or Junior grades. Graduates of reputable medical colleges may enter the Dental College as second year students. Students presenting credentials from reputable medical, scientific, or literary schools, for work done in branches constituting part of the dental course, may receive credit for the subjects or parts of subjects already studied, and may be advanced in time the number of hours required for such studies in the Dental College, provided that such credits amount to as much as one-half year, and that in no case such credits amount to more than one year's time.

## **COMBINED COURSES.**

Arrangements have been made with the faculty of the College of Liberal Arts whereby a student may receive

credit in one college for work done in another, thereby obtaining the two degrees in six years instead of seven, as would be required if each degree were taken independently. These combined courses are especially recommended to all students who expect to take up the profession of dentistry.

**ATTENDANCE.**

To qualify himself for examination for graduation, a student must devote to dental studies three separate academic years, each consisting of thirty-two weeks of six days each, exclusive of holidays. This College will comply with the rules of the National Association of Dental Examiners and the time may be changed without notice.

**TIME OF OPENING.**

The regular session of the winter course opens on the first Monday of October, and closes in the latter part of May.

The spring and summer infirmary course opens about the first of June and closes toward the end of September.

**GRADUATION.**

The candidate for graduation must have attended at least his last full course in this College. He must present a thesis on a subject pertaining to dental science and prepare a specimen case of artificial dentistry, to be deposited in the college collection. He must also undergo a satisfactory written examination, after which he will receive the degree of Doctor of Dental Surgery.

**FEES FOR REGULAR WINTER COURSE.**

Freshman year. . . .	Matriculation, payable but once and good for three years. . . .	\$ 5.00
	Fee for the course. . . . .	100.00
	Dissection fee. . . . .	10.00
Junior year. . . . .	Fee for the course. . . . .	100.00
	Dissection fee. . . . .	10.00
Senior year. . . . .	Fee for the course. . . . .	100.00
	Examination and diploma fee. . .	20.00

## **PAYMENT OF FEES.**

Fees are payable in advance. Students unable to meet this requirement must make satisfactory arrangements with the Dean. The professor's ticket for each year entitles the student to all laboratory, clinical, and lecture courses, including dissection. Arrangements have been made to have Senior students attend the surgical clinics at Creighton Memorial Hospital.

## **GENERAL INFORMATION.**

Board, including room, may be had from \$3.50 to \$5.00 per week. Comfortable rooms without board, at from \$5.00 to \$8.00 per month, including light and fuel. Where two occupy a room the expense is less. Living expenses in Omaha are moderate.

Students have the advantage of a large public library, as well as numerous public and private lectures. Many other literary, scientific and religious advantages accrue from connection with Creighton University.

Seats, lockers and desks are assigned in the order of matriculation.

# MATRICULATES 1906-1907.

## SENIOR CLASS.

ADAMS, H. A.  
BARTLE, H. E.  
BURTON, F. H.  
BUNTEN, C. L.  
CHAMBERLAIN, L. A.  
CASS, R. H.  
CALDWELL, F. D.  
DeMAY, R. O.  
GREEN, G. J.  
HANSON, CHRISTIAN  
HENTON, G. W.  
HAMILTON, C. B.  
JACKSON, J. M.

JARRETT, J. V.  
KELLEY, JOHN JR.  
McCALL, S. W.  
RALSTON, F. N.  
REEVES, E. H.  
ROBERTSON, C. B.  
SEWELL, J. K.  
SCHAFF, W. E.  
SNYDER, H. E.  
STANFIELD, ORIN  
WAITE, E. E.  
WALLACE, J. E.  
REINERT, F. F.

## JUNIOR CLASS.

ANDREWS, ERNST  
ANDERSON, ELLEN  
BANGS, C. E.  
BOIES, CHARLES  
BORST, F. H.  
BOEHLER, GEORGE  
BULGER, C. P.  
COLFER, J. A.  
CRANE, W. E.  
DUFFY, C. C.  
DEWELL, B. C.  
DODGE, W. W.  
DWYER, WM. T.  
ESTILL, EDGAR  
ESTILL, ARTHUR  
FOGARTY, J. A.  
FILLMORE, W. S.  
FISHBACK, P. H.  
GILL, JOHN W.  
HOOPMAN, ED.  
HOUSE, A. N.  
HANSON, CARL E.  
HEFFNER, E. M.  
JONES, J. J.  
KESTLER, R. C.  
KLAUSNER, J. H.  
KENNEDY, C. M.  
LAMB, A. N.

LANPHIER, C. C.  
LUDWIG, EARL  
MEYERS, J. H.  
McCLOUGHAN, R. F.  
McDONALD, A. A.  
McGLAUGHLIN, MAZIE  
MUIR, ROBERT  
MARES, J. F.  
MULLEN, L. A.  
MELLINGER, FRANK  
NOLEN, WM.  
PALMER, C. D.  
PUTLITZ, H. W.  
REICH, L. E.  
ROBEN, C. W.  
RANSOM, R. N.  
ROUSH, C. M.  
ROSSBACH, HELEN  
ROMIG, H. G.  
SLATER, J. P.  
STEEN, C. G.  
SUMMY, E. C.  
STEWART, C. H.  
THORNTON, F. E.  
WELLS, F. N.  
WILKIE, FRANK  
ZELLERS, J. S.

## FRESHMAN CLASS.

BROWN, W. G.	LUDDEN, ROY
BELVILLE, H. R.	LARKIN, HUGH
BOWEN, J. E.	McCORMICK, W. L.
BAPTIST, J. F.	MEER, M. F.
DOUGLAS, C. G.	OSTEN, RALPH
DOWD, M. J. -	PETTIBONE, MILTON
ELLER, C. B.	RALPH, CARL
FITZGERALD, H. A.	REGAN, T. P.
FICKLING, JAY	STOFT, W. E.
GILLESPIE, W. R.	TIGHE, JOHN
GRANDY, W. D.	VIEREGG, O. A.
GIMMILL, E. E.	WEST, C. H.
HALL, W. R.	WOOLM, J. E.
HORTON, L. G.	DEVINE, J. A.
KNOX, J. A.	DINNEEN, J. P.
KARRER, LEO	YOUEL, G. A.
LATIMER, M. B.	

## RECAPITULATION.

SENIORS	26
JUNIORS	55
FRESHMEN	32
	<hr/>
TOTAL	113

# THE CREIGHTON COLLEGE OF PHARMACY.

---

## FACULTY.

M. P. DOWLING, S. J.,  
President of Creighton University.

EDMUND THORP, M. S., Ph. G.,  
Dean, and Professor of Chemistry.

CHAS. B. FRICKE, Ph. G.,  
Professor of Pharmacy, Theoretical and Practical.

F. H. WARMLEY, B. S., Ph. G.,  
Professor of Botany and Materia Medica.

A. L. MUIRHEAD, M. D.,  
Professor of Physiology and Pharmacology.

J. H. SCHMIDT, Ph. G.,  
Lecturer on Commercial Pharmacy.

REV. ADOLPH KUHLMAN, S. J.,  
Lecturer on Moral Principles and Pharmaceutical Practice

M. J. SCOTT, M. D.,  
Lecturer on First Aid in Emergencies.

PAUL L. MARTIN, A. B., LL.B.,  
Lecturer on Pharmaceutical Law.

## CREIGHTON COLLEGE OF PHARMACY.

Beginning with the opening of the Fall term in September, 1905, the Omaha College of Pharmacy became a department of Creighton University and is now known as the Creighton College of Pharmacy. Thus Creighton University has completed its system of professional schools, which consists of Creighton College, the classical department of the University, Creighton Medical College, Creighton College of Pharmacy, Creighton Dental College, and Creighton College of Law.

The Omaha College of Pharmacy was organized in April, 1901, as an independent institution, but for a time occupied rooms in the Creighton Medical College. For this reason Creighton University has always had a very friendly

interest in the school. The College enjoyed a rapid growth and soon reached an attendance and a reputation for thorough instruction in Pharmacy equal to that of the old and widely known colleges of Pharmacy of our country. The school graduated forty-seven students in the past school year.

In becoming a department of Creighton University the school will gain many advantages not possible to be had by an independent institution. The financial support which the University will give to it will enable it to undertake a much broader scope. A new building for the accommodation of the College of Pharmacy is now nearing completion in which every convenience for thorough and scientific work will be included. The school also derives great benefit from the co-operation of the other departments of Creighton University, there being many advantages of which the students of the College of Pharmacy may avail themselves without extra cost. Another very important advantage is the prestige that the University will give to the graduates of the college.

### **ENTRANCE REQUIREMENTS.**

No one should undertake the study of pharmacy who has not at least a good common school education, or such qualifications as would enable him to enter a good high school. A good high school course is the best preparation for taking up the work. Since the law of the state does not require a certain standard of scholarship for candidates for registration, institutions are free to fix their own entrance requirements. Some young men who have never had the advantage of a high school course, but who are well grounded in the common branches, do as good work as do some graduates of high schools. We do not desire to deprive any of the privilege of a course in pharmacy simply because they may not have been so fortunately situated as others. The course is a hard one and requires a great deal of determina-

tion. A knowledge of chemistry, Latin, botany, or physics is not required for entrance.

### **EXPENSES AND DEPOSITS.**

The expenses are very much less than at similar schools offering as complete a course as is given here. There is no special matriculation fee and no extra charges for chemicals used in the laboratories.

The tuition for the Junior course is \$60.00; \$35.00 of which must be paid upon entering, and the remaining \$25 must be paid within sixty days from the beginning of the school year.

The tuition for the Senior year is the same as for the Junior, and paid in the same manner. There is an extra fee of \$5.00 for those who graduate. This is payable at least three weeks before graduation.

The foregoing includes all college bills, but there are always small articles (not chemicals or drugs used) such as aprons, note books, filter paper and minor pieces of apparatus to replace those lost by breakage and carelessness. All of these articles will be furnished by the college at cost but the student may purchase them elsewhere if he so desires.

Each one must make a deposit of \$5.00 before he is assigned a place in the laboratory. This deposit is to cover breakage or damage done carelessly. The \$5.00, less breakage, is refunded at the end of the school year, or when the student leaves school. If there is any unnecessary damage to any college property done by the students, all are held accountable until the responsible one can be located. Ungentlemanly conduct will not be permitted while in school. If the student does not do his duty or conducts himself in a way not approved by the school, he will be expelled and no tuition refunded.

## Matriculates in the College of Pharmacy During Year 1906-1907.

ALLPHINE, T. B.	LONG, R. H.
ARMSTRONG, L. C.	LAS, JACOB
ARMSTRONG, Wm. S.	MARSHALL, F. W.
AUSBURN, H. B.	MATTHEWS, FRED J.
BARBER, D. F.	MAXWELL, C. W.
BARTHOLOMEW, VERA MISS	McKNIGHT, W. H.
BEACOM, GEO. W.	MEEHAN, FERN
BEERS, F. H.	MERRITT, JOE
BENNETT, C. A.	MILLER, LOUIS A.
BERQUIST, C. W.	MILLETT, W. B.
BERG, M. F.	MURRAY, FRANK
BROWNER, BOYD O.	MYERS, G. W.
BURCHELL, GEO. F.	NEELEY, RAYMOND
BURT, INA	PETERSON, EDWIN
CAROTHERS, A. L.	PETERSON, OTTO
CHISM, S. H.	PIERCE, H. D.
CANNON, T. N.	POELLOTT, F. E.
CAMERON, J. C.	POPE, E. F.
DEPUE, C. H.	POTTER, C. A.
DICKINSON, F. B.	RABINOWITZ, N.
DIVIS, J. A.	REKA, C. C.
DOLEZAL, LOUIS	REYNOLDS, E. M.
DOUGLAS, M. J.	ROCKHOLD, JOHN D.
DUKE, R. H.	ROEDER, FRANCIS J.
DWORAK, L. D.	ROGEN, OLLIE
FARNSWORTH, E. E.	SAGE, JAMES
FINNEY, MAUDE	SAGE, VERNE
FREGER, J.	SAMUELSON, DICK
FREGER, M.	SAUNDERS, HARVEY
GILMORE, S. L.	SCHAEFER, ED. F.
HANNA, W. G.	SCHAEFER, FERD
HANSEN, J. C.	SCHELLER, F. A.
HANSEN, HANNAH,	SEIBERT, HARRY E.
HANSEN, L. P.	SHEPPARD, A. J.
HARRITT, E. R.	SITTLER, A. L.
HASKELL, G. C.	SNELL, R. A.
HASKELL, L. P.	SNELL, WALTER
HASKINS, C. E.	SMYTH, GERALD
HEIM, CLINTON	STITZER, C. E.
HEIGHT, ELMER	STRELOW, GEO. F.
HIRSCH, H. J.	SWOBODA, JOSEPH
HOLST, Wm	SWAIN, CHAS. L.
HOPPING, E. E.	TAPSTER, GEO. B.
JUDY, F. E.	THORNTON, R. M.
KADAVY, GODFREY	TRIERWEILER, J. E.
KELSTROM, A. F.	VACHAL, P. J.

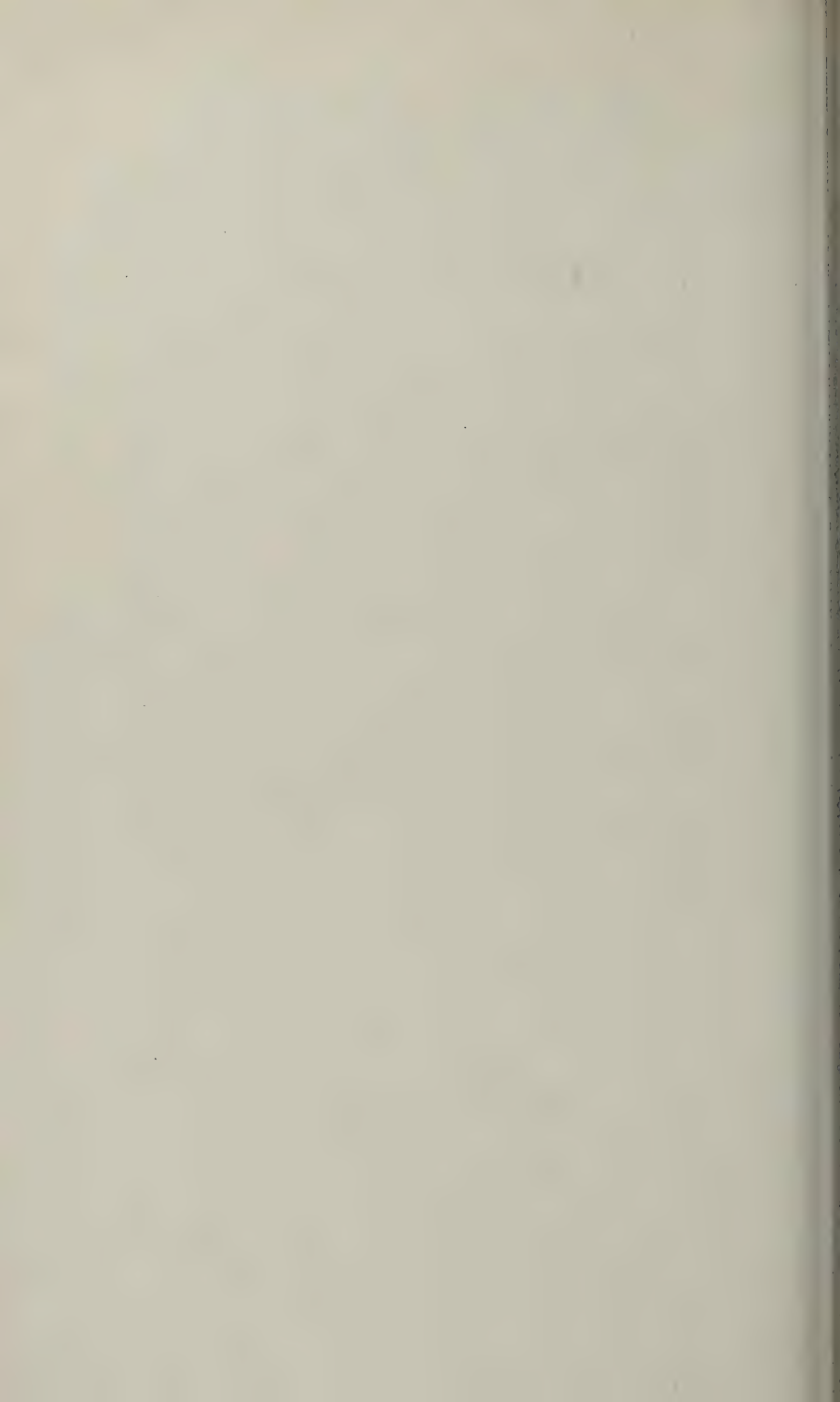
KULHA, E. F.  
 LEAHY, AGNES  
 LEAHY, ELLA M.  
 LEVY, IKE  
 LENOCKER, I. X.  
 LINDEMAN, A. A.

VAULANINGHAM, ALTON  
 VOSS, Wm. T.  
 WANEK, EDWARD  
 WIEKHAM, L. C.  
 WRIGHT, W. R.  
 ZABEL, ELLA

TOTAL - - - 104

### GENERAL RECAPITULATION.

College of Arts	
College Classes	53
High School	210
Special	26
College of Medicine.	161
College of Law	40
College of Dentistry	113
College of Pharmacy	104
	<hr/>
Total number of Students	707







C  
362as  
309/10

SEP 15 1909

# The Creighton University Bulletin

Vol. 1.

JULY, 1909.

No. 5.

UNIVERSITY OF ILLINOIS

PRESIDENT'S OFFICE  
ANNOUNCEMENT

of the

COLLEGE OF ARTS AND SCIENCES

1909-1910

Published monthly from March to July by The Creighton University. Entered as Second Class Matter, March 29, 1909, at the Post Office at Omaha, Nebraska, under the act of July 16, 1894.



# The Creighton University Bulletin

UNIVERSITY OF ILLINOIS

-----  
PRESIDENT'S OFFICE.

Announcement

of the

COLLEGE OF ARTS AND SCIENCES

1909-1910

## CALENDAR

## 1909

## 1910

JANUARY							JULY							JANUARY							JULY						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
..	..	..	..	..	1	2	..	..	..	..	1	2	3	..	..	..	..	..	1	..	..	..	..	1	2	..	
3	4	5	6	7	8	9	4	5	6	7	8	9	10	2	3	4	5	6	7	8	3	4	5	6	7	8	9
10	11	12	13	14	15	16	11	12	13	14	15	16	17	9	10	11	12	13	14	15	10	11	12	13	14	15	16
17	18	19	20	21	22	23	18	19	20	21	22	23	24	16	17	18	19	20	21	22	17	18	19	20	21	22	23
24	25	26	27	28	29	30	25	26	27	28	29	30	31	23	24	25	26	27	28	29	24	25	26	27	28	29	30
31	..	..	..	..	..	..	..	..	..	..	..	..	..	30	31	..	..	..	..	..	31	..	..	..	..	..	..
FEBRUARY							AUGUST							FEBRUARY							AUGUST						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
..	1	2	3	4	5	6	1	2	3	4	5	6	7	..	1	2	3	4	5	..	1	2	3	4	5	6	
7	8	9	10	11	12	13	8	9	10	11	12	13	14	6	7	8	9	10	11	12	7	8	9	10	11	12	13
14	15	16	17	18	19	20	15	16	17	18	19	20	21	13	14	15	16	17	18	19	14	15	16	17	18	19	20
21	22	23	24	25	26	27	22	23	24	25	26	27	28	20	21	22	23	24	25	26	21	22	23	24	25	26	27
28	..	..	..	..	..	..	29	30	31	..	..	..	..	27	28	..	..	..	..	..	28	29	30	31	..	..	..
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
MARCH							SEPTEMBER							MARCH							SEPTEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
..	1	2	3	4	5	6	..	..	1	2	3	4	5	..	1	2	3	4	5	..	..	..	..	1	2	3	
7	8	9	10	11	12	13	5	6	7	8	9	10	11	6	7	8	9	10	11	12	4	5	6	7	8	9	10
14	15	16	17	18	19	20	12	13	14	15	16	17	18	13	14	15	16	17	18	19	11	12	13	14	15	16	17
21	22	23	24	25	26	27	19	20	21	22	23	24	25	20	21	22	23	24	25	26	18	19	20	21	22	23	24
28	29	30	31	..	..	..	26	27	28	29	30	..	..	27	28	29	30	31	..	..	25	26	27	28	29	30	..
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
APRIL							OCTOBER							APRIL							OCTOBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
..	..	..	..	..	1	2	3	..	..	..	..	1	2	..	..	..	..	..	1	2	..	..	..	..	1	2	3
4	5	6	7	8	9	10	3	4	5	6	7	8	9	3	4	5	6	7	8	9	2	3	4	5	6	7	8
11	12	13	14	15	16	17	10	11	12	13	14	15	16	10	11	12	13	14	15	16	9	10	11	12	13	14	15
18	19	20	21	22	23	24	17	18	19	20	21	22	23	17	18	19	20	21	22	23	16	17	18	19	20	21	22
25	26	27	28	29	30	..	24	25	26	27	28	29	30	24	25	26	27	28	29	30	23	24	25	26	27	28	29
..	..	..	..	..	..	..	31	..	..	..	..	..	..	..	..	..	..	..	..	..	30	31	..	..	..	..	..
MAY							NOVEMBER							MAY							NOVEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
..	..	..	..	..	1	..	..	1	2	3	4	5	6	1	2	3	4	5	6	7	..	1	2	3	4	5	
2	3	4	5	6	7	8	7	8	9	10	11	12	13	8	9	10	11	12	13	14	6	7	8	9	10	11	12
9	10	11	12	13	14	15	14	15	16	17	18	19	20	15	16	17	18	19	20	21	13	14	15	16	17	18	19
16	17	18	19	20	21	22	21	22	23	24	25	26	27	22	23	24	25	26	27	28	20	21	22	23	24	25	26
23	24	25	26	27	28	29	28	29	30	..	..	..	..	29	30	31	..	..	..	..	27	28	29	30	..	..	..
30	31	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
JUNE							DECEMBER							JUNE							DECEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
..	..	1	2	3	4	5	..	..	1	2	3	4	5	..	..	1	2	3	4	5	..	..	1	2	3	4	5
6	7	8	9	10	11	12	5	6	7	8	9	10	11	5	6	7	8	9	10	11	4	5	6	7	8	9	10
13	14	15	16	17	18	19	12	13	14	15	16	17	18	12	13	14	15	16	17	18	11	12	13	14	15	16	17
20	21	22	23	24	25	26	19	20	21	22	23	24	25	19	20	21	22	23	24	25	18	19	20	21	22	23	24
27	28	29	30	..	..	..	26	27	28	29	30	31	..	26	27	28	29	30	..	..	25	26	27	28	29	30	31

# CALENDAR

1909

- August 30—Entrance Examinations.
- August 31—Conditioned Examinations, Latin, English.
- September 1—Conditioned Examinations, Greek, History.
- September 2—Conditioned Examinations, Mathematics, Sciences.
- September 7—Registration.
- September 8—Session begins. First Semester.
- September 13—Solemn High Mass of the Holy Ghost.
- September 15—Oratorical and Literary Societies reorganize.
- October 22—First-Quarterly Examinations.
- November 2—November Assembly.
- November 15—President's Day.
- November 25—Thanksgiving Day.
- December 2—Oratorical Papers submitted.
- December 8—Feast of the Immaculate Conception—Sodality Day.
- December 10—Second-Quarterly Examinations.
- December 22—December Assembly.
- December 23—Christmas Recess begins.

1910.

- January 3—Classes resumed.
- January 12—Preliminary Oratorical Contest.
- January 24—Mid-Year Examination of Seniors—Calculus.
- January 31—Mid-Year Examination of Seniors—Philosophy.
- February 1—Second Semester.
- February 7—Founders' Day. Solemn Memorial Exercises in honor of Edward Creighton and Count John A. Creighton. Faculty Reunion.
- February 18—Third-Quarterly Examinations.
- February 18—Nebraska State Oratorical Contest.
- February 22—Washington's Birthday.
- March 5—March Assembly.
- March 21—Inter-Collegiate English Contest.
- March 23—Easter Recess begins.
- March 29—Classes resumed.
- March 30—Inter-Collegiate Latin Contest.
- April 15—Preliminary Elocution Contest.
- April 29—Fourth-Quarterly Examinations.
- May 1—Catechetical Essay submitted.
- May 15—Public Elocution Contest.
- May 27—Annual Examinations—Senior Class—Astronomy.
- May 30—Annual Examinations—Senior Class—Evidences of Religion.
- June 8—Annual Examinations—Senior Class—Philosophy.
- June 10—Annual Examinations—Undergraduate Classes.
- June 22—Commencement Day.

## OFFICERS AND FACULTY

REV. EUGENE A. MAGEVNEY, S. J.,  
President.

REV. WILLIAM F. DOOLEY, S. J.,  
Vice-President.

REV. JOHN C. KELLY, S. J.,  
Treasurer.

REV. TERENCE H. DEVLIN, S. J.,  
Chaplain.

REV. ANTHONY GEYSER, S. J.,  
Professor of Metaphysics, Ethics.

REV. WILLIAM T. KINSELLA, S. J.,  
Professor of English Literature in Senior-Junior Class.

REV. WILLIAM F. RIGGE, S. J.,  
Professor of Analytical Geometry, Physics, Mechanics, Astronomy, Calculus.

JOHN E. KNIPSCHER, S. J.,  
Professor of Chemistry, Trigonometry, Surveying.

REV. THOMAS CONNERS, S. J.,  
Professor of Latin, Greek and English Literature in Sophomore Class, Lecturer in Civics and Evidences of Religion.

REV. PATRICK MULLENS, S. J.,  
Professor of History, Latin, Greek and English Literature in Freshman Class.

REV. MARTIN M. BRONGEEST, S. J.,  
Professor of French.

REV. ALBERT WISE, S. J.,  
Moderator of the Creighton Oratorical Association, Professor of Elocution.

REV. WILLIAM SCHIERMAN, S. J.,  
WILLIAM J. O'CONNELL, S. J.,  
Vocal and Instrumental Music.

REV. TERENCE H. DEVLIN, S. J.,  
Faculty Director of Athletics.

WILLIAM J. SCHNEIDER,  
Physical Culture Classes.

## GENERAL STATEMENT

### ORGANIZATION.

The Creighton College, a free school of Arts and Sciences, constitutes one of the five Departments of The Creighton University, viz.: The Colleges of Arts, Medicine, Law, Dentistry, Pharmacy. The College of Arts and Sciences comprises three distinct departments, viz.: The Graduate and Undergraduate Schools, The School of Pedagogy, and Natural Sciences.

### HISTORY.

The Creighton College of Arts and Sciences was the first result of the Creighton benefactions, and has been notably successful during the thirty-one years of its existence. Its origin was due to a well-defined and often expressed intention of Edward Creighton to establish during his life a free school for higher education, but he died intestate November 5, 1874, before making provision for carrying out his project. His wife, Mary Lucretia Creighton, inheriting both his fortune and his noble purpose, determined to put into execution the intention, so long and so earnestly cherished by her husband. She, too, was prevented by death, before she could take final and effective measures towards realizing her plans. Her death occurred January 23, 1876; but in her last will, dated September 23, 1875, she made a bequest, which in the settlement of the estate amounted to about \$200,000, one fourth of which was devoted to grounds and building, the balance being reserved for foundation. In accordance with the terms of her will, the executors conveyed the entire property and securities to the Right Reverend James O'Connor, who was a lifelong friend and admirer of the Society of Jesus.

On February 27, 1879, the Legislature of Nebraska passed an act to provide for the incorporation of universities under certain conditions. Among other things, that act provided that the Board of Trustees shall have power to fill all vacancies in their number, to make rules, regulations and by-laws for the government of their Board and of the institution; to appoint a president, professors, tutors and teachers, and any other necessary officers and agents, and fix the compensation of each; to erect within and, as departments of

said institution, such schools and colleges of the arts and sciences and professions as to them may seem proper, and to confer such Academic degrees and honors as are conferred by colleges and universities of the United States.

Thereupon Bishop O'Connor, on July 26, 1879, informed the District Court that he "holds certain lands conveyed to him by the executors for the purpose of carrying out the intention of the testator, that a building had been erected on these grounds, that he holds funds for the endowment of the school, that for the past year he has caused to be maintained an institution under the name of Creighton College, that he desires to vest the land, securities and property, as well as the trust, in a corporation known as a University, with divers departments, of which Creighton College shall be one." The Court permitted him to turn over his trust to a corporation called The Creighton University and he appointed five members of the Society of Jesus as the Board of Trustees, August 14, 1879. Creighton College as such was not incorporated, and the name merely represented what was left in trust by Mrs. Creighton. When the Creighton University accepted the trust, the endowment fund amounted to about \$147,500. This fund, according to the original bequest and the terms and conditions of the trust, must be invested in securities in perpetuity, the interest alone to be used for the support of the Faculty and the maintenance of the College. To those who are familiar only with the million-dollar endowments of other universities and colleges, an endowment of \$147,500 must appear a very modest sum. Even to those experienced in the management of Catholic colleges, it must seem a hazardous undertaking to build up and develop a Free College on a financial basis of nothing more than the annual interest of \$147,500. But the Jesuits, like most of the teaching orders of the Catholic Church, receive no salary for their labor, and though in this particular instance they fully realized the financial difficulties, they consented to face them. In this, no doubt, they were animated by the hope of seeing restored one of the chief glories of their history, namely, the bestowal of gratuitous education, such as was given by their predecessors in the older and more fortunate days of the Order, when all Jesuit colleges and universities were endowed and free institutions. The venture has thus far met with unexpected success, thanks to good friends, and

in particular to Count John A. Creighton, sorrow for whose death is still with us, and to his lamented wife, both of whom generously seconded the noble purpose of the original Founders, and by large benefactions carried on the good work to a development which without their munificence would have remained an impossibility.

### DEVELOPMENT AND EQUIPMENT.

The main building, at present devoted entirely to College purposes, was begun in 1877 and completed in 1878. It is built of brick trimmed with limestone. There are three stories and a basement, with a frontage of fifty-six and a depth of one hundred and twenty-six feet. The facade is surmounted by a tower one hundred and ten feet high.

In 1883 the Scientific Department of the College was established and furnished with a complete chemical, physical and astronomical outfit by Count John A. Creighton, generously seconded by John A. McShane.

The Astronomical Observatory attained its full development in 1886, when the present Observatory was erected on the brow of the hill north of the college.

The University Chapel, popularly known as St. John's Church, is situated to the southwest of the main building, facing California Street. The corner-stone was laid by Right Reverend James O'Connor, D. D., on June 27, 1887, and the church was dedicated by the same prelate on May 6, 1888. The style of architecture is English Gothic. The church is built of Warrensburg sandstone, and is at present one hundred and twelve feet in length by seventy-five in width. The plan, however, contemplates a building one hundred and eighty-four feet long with a width at the transept of one hundred and thirty-eight feet.

The South Wing of the present College building was begun in the fall of 1888, and was ready for occupation the following spring. During the year 1900 Count Creighton, desirous of making the University whose name pays honor to the memory of his brother Edward, an institution fully equipped for its educational work, generously offered means for the completion of the College buildings. The additions included an extension of the south wing for the accommodation of the members of the faculty residing on the grounds, and a separate L-shaped extension which is devoted almost exclu-

sively to the use of the students of the Arts Department. Here are located the students' chapel, the recitation rooms, and the lecture halls, needed to meet the demands of the student body.

Besides these buildings, an Auditorium with a seating capacity of one thousand and constructed in accordance with the best modern designs was erected at the corner of California street and Twenty-fifth avenue, making it of easy access to the friends and patrons of the College. These additions practically completed the material equipment of the College of Arts and Sciences.

St. John's Hall, southwest corner of Twenty-fifth and California streets, was built in 1906. The large number of out-of-town students attending the University and the difficulty of obtaining accommodations favorable to serious study had long caused much concern to the University authorities. With this Hall a beginning was made along lines calculated to allay this concern. The Hall provides out-of-town students of the Arts Department with board and lodging at reasonable rates and under conditions conducive to earnestness of application to college work. In promoting this enterprise, however, the officials of the University have no intention to inaugurate any new system, or to assume the responsibilities of a boarding-school. The most they undertake to do is to see that the management and direction of the house be placed in the hands of competent persons, upon whom it will devolve to secure the reasonable supervision required by parents in the case of such students.

### THE GENERAL LIBRARY.

The students of the College of Arts and Sciences possess excellent library facilities. For years suitable books bearing on different departments of University work had been accumulated previously to the erection of the present handsome and spacious library building. Since that time, the liberality of enlightened friends has enabled the librarian to purchase thousands of volumes, comprising the great classics in different languages, numerous reference works of the most up-to-date and scholarly character, and books most practically helpful in the different lines of work in which our students engage. The library now contains over seventeen thousand volumes, and the enlargement still goes on. The systematic and thorough plan of cataloging and distributing adopted has greatly increased the

facility of consultation, and thus enhanced the value of the library as a College institution.

The library is divided into ten great departments, each one of which may be said to constitute a special library on its own group of more or less closely related subjects. The first division contains general works of reference, such as bibliographies, dictionaries, cyclopedias, periodicals, society publications, etc. The second department is given to fiction; the third to works on logic, ontology, cosmology, psychology, ethics, and theodicy, together with the history of philosophy. The fourth division is assigned to religious works, such as different editions of the Bible, biblical commentaries, etc. Then comes theology—dogmatic, apologetic, and moral. These are followed by liturgical treatises, sacred eloquence, ascetics, ecclesiastical history, and more than two hundred and fifty volumes of patristic literature. After religious works comes the sociological library, embracing about one thousand of the best volumes to be found on its various branches. The philological department is still in an undeveloped state, but is next to receive the attention of the librarian. The collection on the fine arts, embracing the best works, old and new, is a recent and specially valuable accession. The division of the Physical Sciences contains a well-furnished students' scientific library of the best works, theoretical and practical. English and American Literature alone is represented by several thousand volumes, while the department of biography boasts over fourteen hundred volumes. The Historical library is the most complete of all. It contains over two thousand volumes of the great standard historians of the different nations, ancient and modern.

In addition to the foregoing, the library has several thousand volumes replete with useful information furnished by the United States government, as well as by individual states and different associations. Of these departments the students make free use, by outside circulation and by consultation in their large and finely furnished reading room adjacent to the library.

### SYSTEM OF EDUCATION.

The educational system of Creighton College is substantially that of all colleges of the Society of Jesus throughout the world. Those who desire to make either a scientific or historical study of that

system have abundant sources of information in "Loyola" of the Great Educators' Series, published by Scribner, and "Jesuit Education," published by Herder.

At a time like the present, when there is a great and growing diversity of opinion regarding the proper scope of education and the relative excellence of opposing systems, when elective studies and specializations are permitted and encouraged beyond measure, it may be well to indicate the principles underlying the course of studies offered to students of The Creighton University. It seems almost self-evident—

*First.* That there are some branches of study absolutely necessary in any scheme of liberal education. Without a knowledge of these, no man can be called educated.

*Second.* That for a finished education there is, in each of the departments of study, a minimum of knowledge essential for a man of culture.

*Third.* That the knowledge of the end should direct the choice of means; that therefore the selection of studies must depend on the end and aim of education.

*Fourth.* That the aim of a truly liberal education is the harmonious development of all the faculties, the careful training of mind and heart, and the formation of character, rather than the actual imparting of knowledge and the specific equipment for a limited sphere of action.

*Fifth.* That all branches of study are not equally serviceable for this mental and moral development; that some contain mind-developing factors and character-building elements which no electivism should replace.

*Sixth.* That precepts, models and practice should keep pace in every well-ordered system; that all the branches should be directed to some one definite end. Language lessons in ancient and modern tongues should proceed *pari passu* if the studies are to be co-ordinated and unity maintained.

*Seventh.* That young students are not the proper judges of the studies essential for a systematic and thorough development of their faculties.

*Eighth.* That selection of studies should be permitted to none but those whose minds have already been formed by the studies

essential to character-building and who have themselves practically determined upon their own life-work.

*Ninth.* That religion should not be divorced from education; that morality is impossible without religion and that it is far more important than knowledge for the welfare of the individual and the safety of society. The commonwealth needs good men more than it needs clever men.

*Tenth.* That there is no royal road to knowledge. Placing a name on the register of a college does not make a student; a multiplicity of courses which a student is free to ignore does not make a scholar.

*Eleventh.* That the standing or grade of a college varies directly as the amount of study and acquirements made requisite for a degree.

*Twelfth.* That the education given by a college should be general, not special. In this way it lays the foundation for specialties and the independent research appertaining to universities.

*Thirteenth.* That all the studies pursued need not be directly useful in after life.

Guided by these principles, The Creighton University, in the Classical Department, offers a course of studies superior to that of the large universities, though they are more richly endowed and have a larger clientage to draw upon for higher studies. It does not offer many courses or pretend to satisfy every applicant by allowing him to select at will from branches sometimes incompatible and often of secondary importance, thus leaving considerable gaps in the knowledge of essential subjects. It maps out a curriculum which makes obligatory such branches as, in some form, however elementary, are deemed absolutely necessary for a liberal education. It does not promise that the youth who takes this prescribed course will have a specialist's knowledge of any individual branch; nor does it say that he will be wholly educated at the completion of his course; but it does claim that he will have a more harmoniously rounded education and will be intimately acquainted with a greater number of essential branches than by following a collegiate system based on electives and specialties. The course may not suit all comers, it is not intended to meet the wants of all, especially of those

who regard electives as the one thing necessary; but it does afford a good, sound, thorough, practical education to persons who are satisfied with the method and principles already enunciated.

It is a decided advantage of the system followed in this College, that the student may begin his early studies in the High School, and then pass on, through the College course, to graduation in the same institution. This secures, besides the moral influence thus gained, a uniform and homogeneous course of teaching and of training. The result of such a course of study is a continuous and normal development of the mental faculties along well-defined lines, and the possession of a clear and coherent system of principles upon which any special or professional courses may afterwards safely rest.

### RELIGIOUS INSTRUCTION.

As incomparably the most important element of the education it imparts the College aims at a moral training of its students such as will make for the right fulfillment of their civil, social and religious duties. There is insistence on the cultivation of the Christian virtues which aid to this fulfillment; and as the only solid basis of virtue and morality, thorough instruction in the principles of religion forms an essential part of the system.

Students of any denomination are admitted to Creighton's classes, and all are required to show a respectful demeanor during the ordinary exercises of public prayer. Catholic students, if not excused for good reasons, are required to be present at daily Mass, and are to attend the weekly lectures on the doctrines of the Church, to make an annual retreat, to approach the Sacraments of Penance and Holy Eucharist every month, and if they have not received the Sacraments of Penance, Confirmation or Holy Eucharist, to prepare for their reception. Non-Catholic students are, of course, not bound by these regulations.

### EXAMINATIONS AND PROMOTIONS.

Semi-annual examinations are held in Senior year; in all the other classes of the College and High School the examinations are bi-monthly. The final examination covers the work from December.

Promotions to a higher grade are regularly made at the beginning of the academic year; but they will be made at any time when the student's progress justifies them.

### CLASS STANDING, AWARDS AND REPORTS.

Examinations are competitive and are followed by a reading of marks. The percentage obtained by each student is announced and the Honor List is published. Those who make 90 per cent and upwards in the collective branches of the class, merit the distinction of First Honors, and those who gain between 85 and 90 per cent, Second Honors. Reports of the conduct and class standing of students are sent, after each examination, to parents and guardians. At the close of the session a Gold Medal of Excellence is awarded to the student who has made the highest average percentage in daily work and written examinations throughout the year. The final written examinations for promotion take place in June and an average of 66 2-3 is required for promotion. Students whose total marks in this examination are above the passing average, but who have fallen below 66 2-3 in some studies, will be "conditioned" in those studies and will not be promoted until the condition is removed by a satisfactory examination.

Parents and guardians should observe that absence and tardiness, even when excusable, affect class work and consequently the student's standing and his chances for promotion.

### SPECIAL PRIZES.

Inter-Collegiate English Prize—A purse of \$100.00 (\$50.00 for the first prize, \$20.00 for the second, \$15.00 for the third, \$10.00 for the fourth and \$5.00 for the fifth) is offered yearly by Mr. D. F. Bremner of Chicago, for excellence in English essay writing. The purse is open to the competition of the Jesuit colleges of the Missouri province, which are:

- St. Louis University, St. Louis, Mo.
- St. Xavier College, Cincinnati, O.
- St. Ignatius College, Chicago, Ill.
- St. Mary's College, St. Mary's, Kas.
- The Creighton University, Omaha, Nebr.
- Detroit College, Detroit, Mich.
- Marquette University, Milwaukee, Wis.
- St. John's College, Belize, British Honduras.
- St. Ignatius College, Cleveland, O.
- St. John's College, Toledo, O.
- Sacred Heart College, Prairie du Chien, Wis.

Inter-Collegiate Latin Prize.—For the best Latin essay from competitors of the same colleges, a gold medal is offered by Very Rev. Rudolph J. Meyer, S. J., Provincial.

Catechetical Medal.—A gold medal is offered annually for the best Catechetical essay.

Oratorical Medal.—A gold medal is offered for the best oration. A contest is held annually by members of the Creighton Oratorical Association.

The Knights of Columbus Medal.—The Omaha Council No. 652, offers a gold medal each year to the "Honors" student of the Senior Class.

### MATRICULATION.

No candidate for admission will be accepted who does not reside with his parents or immediate relatives, or, if this be impossible, with persons duly approved by the President of the University. Every applicant for admission who is not personally acquainted with some member of the faculty must submit proper testimonials of a good moral character. If he come from another school he will be required to present a certificate of good standing in the institution which he has left. All who desire to enter should be present and ready for work on the day the College opens. The faculty will exercise its judgment in regard to admittance after the opening day, and will admit only in exceptional cases and after an examination in all the work done by the class up to the time when the candidate wishes to enter.

On account of age or peculiar circumstances, exemption from certain studies is sometimes conceded, in which case the scholar is placed "out of course," and is not reckoned a candidate for honors or prizes.

### EXPENSES.

Tuition is entirely free during the seven years of the High School and College Course, which is open to students from any part of the Union.

No ordinary expenses are incurred except the cost of text-books, which is about \$6 a year.

Following the practice of all institutions of learning, to which free colleges like this are not an exception, students of the Natural Sciences are expected to pay for the use of chemical and physical apparatus. The charge is \$10 per annum.

The Graduation fee is \$10.

While the Vice-President, in case St. John's Hall be filled, will cheerfully direct students from a distance to find suitable homes at reasonable rates for board and lodging, neither he nor the College authorities will consent to act as guardians, or in any way hold themselves responsible for the conduct of these students, when not actually under College supervision. Good board and lodging can be obtained at from \$3.50 to \$4.00 per week.

### GENERAL REGULATIONS.

Parents who wish to withdraw their sons before the end of the session are respectfully requested to give due notice of their intention to the Vice-President. Should any student leave of his own accord, or be withdrawn without such notice, or without giving satisfactory reasons, he will not be re-admitted.

To meet the known wishes of parents no student will be allowed to leave the College premises at noon recess without permission of the Prefect of Discipline.

Exemption from any of the classes or other exercises of the school must be obtained by parents or guardians. Except in the case of self-supporting students the matter will not be treated of with the students themselves. In case of absence or tardiness a note of excuse from parents or guardians will be exacted.

Any conduct unbecoming the character of a gentleman will be regarded as a violation of the School rules.

Flagrant offences, such as are detrimental to the reputation of the school, or interfere with the good of other students, are grounds for suspension or for conditional or absolute expulsion.

For faults committed outside of the premises, the officers of the College cannot justly be held responsible, as students cease then to be under their jurisdiction; still should any serious charge be fairly substantiated, the offender shall be punished according to the gravity of the offence.

### PARENTAL CO-OPERATION.

The efforts of the teachers and prefects will be much facilitated if the co-operation of the parents can be secured.

Parents are, therefore, earnestly requested,

1st.—To insist upon daily study at home for two or three hours.

2nd.—To notify the Vice-President speedily in case their sons are withdrawn, absent or tardy; also if the quarterly report fails to reach them.

3rd.—To attend to notifications sent by the Vice-President in the case of unexplained absence, or imperfect lessons during a considerable length of time.

4th.—To require and examine the quarterly report, and not to omit inquiry regarding marks which fall below 70.

### DAILY ORDER.

The College is open every morning at half past 7 o'clock. Those who come before the time of class proceed at once to the class rooms, and devote the interval to private study. All are required to be present five minutes before half past 8 o'clock, at which hour the Catholic students hear Mass. At 9 o'clock a. m. the regular exercises of class commence, closing at 3 o'clock p. m.

Special arrangements will be necessary in each individual case to excuse late arrival. In the case of younger students the reasons for exemption are to be presented by parents or guardians.

### HOLIDAYS.

The following are ordinary holidays:

Every Thursday; all the holy days of obligation; from December 22 to January 3; from Wednesday in Holy Week to Tuesday in Easter Week.

## COLLEGE ORGANIZATIONS

### SOCIETIES FOR RELIGIOUS CULTURE.

#### 1.—The Sodality of the Immaculate Conception.

The Sodality is an organization of Catholic students who purpose to aim at a more than ordinary degree of earnest and practical Christian virtue. To attain this end the principal means employed is devotion to the Blessed Virgin Mary, Mother of God, by the study and imitation of her virtues, and by practices of piety in her honor; because the Mother of Christ, who was so intimately associated with Him during His earthly life, in the work of redemption, is still close to Him in Heaven and intensely active and powerful for our sanctification.

The purpose of the Sodality, therefore, is not limited to fostering the personal piety of the Associated Members. It aims, furthermore, at instructing them in methods of Christian zeal and charity, and stimulating them to the performance of corresponding good works. The result is to make them at once devout Christians and men of action such as the social needs of the present day demand.

At the weekly meetings the Little Office of the Blessed Virgin is recited and an appropriate instruction or exhortation is given by the Director, a member of the Faculty.

#### 2.—The Apostleship of Prayer—League of the Sacred Heart.

To encourage devotion to the Sacred Heart and to enable the students to acquire, while at College, the zeal for the interests of Our Lord, which is so general among the laity of the Catholic Church, the Apostleship of Prayer was established in 1879, and since then few of the students of the University have failed to have their names enrolled as active members.

#### 3.—The St. John Berchmans Sanctuary Society.

The object of this Society is to consult the beauty and the solemnity of Divine worship by an accurate observance of the liturgic rites and ceremonies, and to afford Sodalists of exemplary deportment the sacred privilege of serving at the altar. The Sanctuary Society was organized in 1884, and has always counted from thirty to forty members.

## SOCIETIES FOR ORATORICAL CULTURE.

### 1.—The Creighton Oratorical Association.

As its name implies, this society trains its members to readiness and fluency in speaking before an audience. To this end likewise tends the attention paid to historical study and to composition. Meetings are held on Wednesday evenings and debates alternate with orations, recitations and literary essays. The Association was organized in 1884 and is composed mainly of University students. In 1899 it was admitted to the Nebraska Collegiate Oratorical Association and during the month of January each year a contest takes place to determine the representative in the Inter-State contest.

### 2.—The Creighton Literary Society.

Since December, 1899, the members of this society have, by their earnestness in preparing themselves for appearance in public, well realized the purpose of its foundation, which was to secure for the lower classes of the course advantages which the Creighton Oratorical Association insures to the higher.

### 3.—The Creighton Dramatic Circle.

To further the study of dramatic literature, to improve in elocution, in interpretation, in impersonation and in public speaking, and to insure versatility, polish and self-reliance, the Dramatic Circle was organized in 1899.

## SOCIETIES FOR MUSICAL CULTURE.

### 1.—The Creighton University Orchestra and Band.

Organized in 1906 to take the place of the Mandolin Orchestra established in 1899.

These organizations, besides offering the members training in instrumental music, enable them to minister to the enjoyment of their fellow students and of their friends at public entertainments.

### 2.—The University Glee Club.

The object of the Glee Club is similar to that of the Orchestra in furthering a taste for vocal music. Its existence dates back to 1885.

## OTHER SOCIETIES.

### The Creighton Alumni Association.

The Alumni Association was organized October 26, 1903. Its object is to preserve and strengthen the ties of fellow-feeling and

friendship among former students of the College and to afford them an opportunity of showing their attachment to their Alma Mater.

The following are eligible to active membership: (a) Regular Graduates of the School of Arts; (b) Adoptive Alumni; (c) Ex-Students of the Collegiate Department whose classes have graduated.

The honorary members shall consist of those on whom the Association may see fit to confer title.

The Creighton University Athletic Association.

This society was organized for the double purpose of fostering a college spirit and of encouraging healthful bodily exercise among the students. The latter aim is not considered as an end sufficiently worthy in itself, but rather as an aid to earnest application to more serious pursuits. The association has been in existence a number of years, but only during the last four years has it made its presence felt in inter-collegiate contests on the gridiron and the diamond. It is the hope and purpose of the association to further indoor athletics by fitting up in the near future a modern gymnasium with all necessary appurtenances.

The University encourages Athletic Sports in so far as they tend to promote the physical and moral development of the student. Kept within the proper limits they are a source of recreation and healthful exercise and help towards implanting in the character habits of gentlemanly self-repression, which cannot be disregarded in any system of education. The University Officers, however, are keenly alive to the fact that Athletic Sports will not be productive of good, when they become a separate and recognized department of the University, with a corps of managers, coaches and trainers, having the sole object of winning in inter-collegiate contests at any cost, by clean methods or foul. Athletics so conducted are apt to stamp out the manly spirit of generous rivalry which ought to characterize such contests, and be a constant incentive to coarse behavior and brutal tactics. On the same basis of operation university athletic managers, to maintain the prestige which former victories have brought, are, in a certain sense, compelled to resort to means in recruiting their teams which do not fall short of actual, if not technical, professionalism. To keep an influence so deteriorating from exerting an effect upon our students, Athletics are under the immediate control of the Faculty, which uniformly adheres to well-de-

finer regulations in their management. A creditable standing in class is a requisite of eligibility to any of the University teams. Long schedules and trips which necessitate absence from class, are discouraged.

A spacious campus which is building and will be completed at an early date, will afford the students ample opportunity to enjoy the pleasure of a home ground. It will meet all the requirements of University Athletics. Beside the gridiron and ball-field provision will be made for tennis courts and hand-ball alleys. The dimensions of the campus will be 420 by 400 feet and stands will be erected which will accommodate 5,000 spectators. Its situation is most convenient, as it lies within easy reach of all the Departments, and the Harney and Cuming street-cars pass within a block of the main entrance.



## COLLEGE DEPARTMENTS

### POST-GRADUATE CLASSES.

These classes were first organized in 1903. They meet in the Lecture Halls of the Edward Creighton Institute every Monday, Wednesday and Friday at 8 p. m. from October to May.

Whilst intended primarily for the students of the Medical and Law Departments of the University, the classes are open to all college graduates, advanced and special students and professional gentleman who may desire an opportunity to review their college work and to make a more thorough and practical study of its fundamental questions after some experience in active life will have made them realize its importance.

The class exercises consist of lectures and discussions on the chief points of logic, psychology, ethics, literature and oratory.

Those who have already attained the degree of A. B. will be eligible to that of A. M. on the conditions of requisite attendance at the lectures, the presentation of an original thesis and an examination satisfactory to the Board of Trustees of the University.

A fee of five dollars, payable in advance, is charged.

The schedule of lectures is announced in September.

### THE DEPARTMENT OF PHYSICS.

The Department of Physics occupies the entire front of the north wing on the third floor. The lecture room is 26x33 feet and the seats are arranged in tiers. There is every convenience for experimenting with sunlight and with arc and incandescent lamps, with direct and alternating currents supplied by external circuits, with compressed and rarified air, gas, water, and the like.

The cabinet of physical apparatus measures 33x54 feet and is exceptionally well stocked with instruments of all kinds. Besides the ordinary physical equipment there is a triple stereopticon with every attachment, prism and grating spectrosopes, a binocular microscope with ten objectives, an elaborate outfit and a large classified list of prepared objects, an electric gyroscope, a motor generator, a mercury arc rectifier, a very large induction coil, and a fine display of Geissler tubes.

## DEPARTMENT OF CHEMISTRY.

The Department of Chemistry is located on the second floor in the main building, and occupies a space of 51x60 feet. In the lecture room the seats are arranged in tiers. The table commands every facility, and a large fume chamber is close at hand. The supply of chemicals is very complete, and there is also a dark room for photographic work. The laboratory accommodates sixty students, each of whom has direct access from his own locker to gas, water and drainage.

## THE ASTRONOMICAL OBSERVATORY.

*William F. Rigge, S. J., Director.*

*Building.* The Observatory consists of an equatorial room 14½ feet in diameter, capped by a hemispherical dome, and a transit room 15x16 feet, connected by a short passage. The material is pressed brick trimmed with stone.

*Location.* The Observatory is situated about 250 feet north of the main entrance of the college, and on the termination of the spur of a hill from which there is an abrupt descent in all directions except the south. The transit is in longitude 6 h. 23 m. 46.96 s. west of Greenwich, and in latitude 41 degrees 16 minutes 5.6 seconds north, and its axis is 1,129 feet or 344 meters above sea level, and 167 feet above the city datum plane or the lowest water of the Missouri river at this place. The transit commands the entire meridian, and the equatorial the entire sky except a portion between the south and the southwest.

The location of the Observatory was determined as well by private observations of stars, as by connection with a primary station of the United States Coast and Geological Survey about half a mile distant. On August 5, 6, 7, 1887, a formal exchange of longitude signals took place between The Creighton Observatory and the Naval Observatory in Washington, D. C. And on April 25 and 30 and May 3, 1900, the Observatory of the University of Nebraska at Lincoln obtained its longitude from Creighton Observatory by an exchange of telephonic clock signals.

*Equipment.* A Steward five-inch equatorial telescope is provided with divided circles, a driving clock, and a Steinheil grating spectroscope.

A Fauth three-inch transit is equipped with right ascension and declination micrometers and a divided circle read by micrometer microscopes to the tenth of a second.

A modified two-inch Steward altazimuth carries a double eyepiece micrometer and a zenith level.

A vault with triple walls contains a Howard mean time and a Fauth sidereal clock.

There are also a Fauth chronograph, a Heinrich chronometer, a sextant, a double-mirror heliostat, Bailey's astral lantern, fifteen-inch Joslin globes, a variety of eyepieces and other attachments.

The building is lighted by sixteen-candle-power electric lamps, and the instruments by one-candle-power lamps. For many years the chronograph received daily the Washington clock signals.

*Foundation.* The equatorial was purchased in 1884 and permanently mounted in 1886. The transit was set up in 1887, and the clock vault built in 1889.

*Object.* The observatory was erected for a double purpose. First, for the instruction of students. Besides the regular students in the college course of astronomy, there have been special and advanced ones, mostly during the vacation months.

Secondly, to subserve the zeal of its directors. This has depended upon their own inclinations and the time they could spare from other duties. In following this inclination the directors have given their attention to the observation of occasional phenomena and to writing for the standard *Astronomical Journals* and for several popular magazines.

*Recognition.* The Observatory was first noticed in the report of the Smithsonian Institute of 1885, then in those of 1886 and 1888, and was placed upon its official list of the world's observatories in 1902. It is described in the Congressional record of the 56th Congress, first session, by Hon. W. E. Chandler in his speech of April 11, 1900. It is listed in *Popular Astronomy* No. 75, and in the *Revue des Questions Scientifiques* in 1906. And finally it appears in *Les Observatoires Astronomiques* and *les Astronomes* issued by the *Observatoire Royal de Belgique* in 1907.

## SCHOOL OF PEDAGOGY.

### *University Teachers' Certificate.*

The purpose of this course is to give such special training for the teaching profession as will entitle the recipient of the bachelor's degree in the Arts' course to be accredited as a qualified teacher within the meaning of the school law of Nebraska.

The conditions for entrance are the same as for the College of Arts. The course embraces, besides the branches taught in that department, the special studies required by law for teachers; such as the theory and art of teaching, the history of education, methods of instruction, school supervision, etc.

The University Teachers' Certificate is granted to graduates of the College who have satisfactorily completed this special course as outlined below, in virtue of the recognition of The Creighton University by the State Superintendent of Public Instruction "as an institution duly incorporated under the laws of the State of Nebraska, and having an equivalent of the courses in the University of Nebraska for the degrees of Bachelor of Arts and Bachelor of Science. It is, therefore, authorized to issue certificates to such graduates as have completed the course of special training and instruction of teachers, said course being an equivalent of the course prescribed by the regents and faculty of the University of Nebraska for the special training and instruction of teachers, and such graduates shall be accredited as qualified teachers within the meaning of the school laws of the State, having equal privilege upon equal conditions with graduates from any and all other educational institutions within the State under the school laws thereof."

### *Requirements.*

1st.—General knowledge. The candidate must hold the Bachelor's or the Master's degree from this University.

2d.—Special knowledge. The completion of work amounting to at least forty hours divided between two or three subjects which the student expects to teach, the ultimate decision as to the student's proficiency resting with the Professors concerned.

3d.—Professional knowledge. The completion of twenty-nine hours divided between Education, General Philosophy, Logic, Psychology and Ethics.

*Lecturers in Pedagogical Department.*

Rev. Eugene A. Magevney, S. J.

Rev. William F. Dooley, S. J.

Rev. Albert Wise, S. J.

Rev. Anthony Geyser, S. J.

---

**ACKNOWLEDGMENTS.***Donors of Gold Medals.*

Knights of Columbus, Omaha Council No. 652.

Right Reverend Richard Scannell, D. D.

Right Reverend Thomas Bonacum, D. D.

Right Reverend Mgr. A. M. Colaneri, V. G.

Very Reverend J. Jeannette.

Very Reverend J. Ruesing.

Reverend P. A. McGovern.

Reverend J. Aherne.

Reverend D. P. Harrington.

Reverend P. J. Judge.

Reverend F. P. McManus.

Hon. M. F. Harrington.

Mr. T. J. Mahoney.

Mr. Tom J. McShane.

Mr. Frank Hamilton.

---

**ENTRANCE REQUIREMENTS.**

Students may enter the Undergraduate School at any time during the session, and, on examination, will be assigned to the class for which their prior attainments have fitted them. Satisfactory testimonials will be required from those who come from other institutions.

It is to be noted that Creighton College is a Classical College of prescribed courses. The prescribed studies include both Latin and Greek and no one will be received as a candidate for the degree of A. B. unless he takes all of the prescribed studies, including both

Latin and Greek. Entrance to the Freshman Class requires that the candidate shall have made four years of Latin and three of Greek.

Special classes are provided in the Creighton High School connected with the College, wherein by almost exclusive attention to Latin and Greek, graduates of approved High Schools, who have not qualified in Latin or Greek, may in one or two years fit themselves for graded entrance into Freshman Class.

Candidates for admission to the advanced classes must pass a satisfactory examination upon all the subjects previously studied by the Class which they propose to enter.

Certificates that they have completed the prescribed amount of High School work in schools of established reputation will be required from those students who seek to enter the Freshman Class without examination.

In all other cases, for admission to this class a successful examination is required in the work prescribed below or its equivalent.

### LATIN.

*Grammar.*—The entire Latin Grammar, including a knowledge of all regular syntactical constructions, with particular regard to relative and conditional sentences, indirect discourse and the subjunctive. Translation into Latin at sight of English sentences exemplifying these rules.

*Prosody.*—The rules of Prosody complete; application to hexameter verse; scansion of Ovid and Virgil; rearrangement of broken verse.

*Latin Composition.*—Translation into Latin of continuous prose with a view to test the candidate's knowledge of the Latin classic idiom.

Authors: Cicero—De Amicitia, Pro Marcello, Letters.

Caesar—Bks. I to VI.

Virgil—Eclogues.

### GREEK.

*Grammar.*—Etymology and Syntax complete including Irregular and Defective Verbs.

*Greek Composition.*—Consisting principally of detached sentences based upon Xenophon to test the candidate's knowledge of grammatical constructions.

Author: Xenophon's Anabasis.

### ENGLISH.

The candidates must have a knowledge of the Precepts found in Coppens Introduction to Composition and Rhetoric, or some equivalent work on the different species of composition—Narration, Description, Dialogues, Versification,—the Qualities and Varieties of Style.

*Composition.*—A short composition in prose will be required on a subject which will test the writer's literary style and his knowledge of the English idiom.

The candidate should have a knowledge of the subject matter, structure, and style of the following:—Scott's, "Lady of the Lake," Longfellow's "Evangeline," and "Tales of a Wayside Inn," Aytoun's and Macaulay's Ballads and Lays, Goldsmith's "Deserted Village"—"The Sketch Book," "Twice Told Tales"—Ivanhoe, etc. In place of the foregoing productions, others may be substituted, provided that they shall be considered to be of equivalent educational value in secondary school work.

### HISTORY.

*Ancient.* The History of Oriental Nations, Greece and Rome.

### MATHEMATICS.

*Algebra.* Factors and Fractions—Equations of the First and Second Degrees—Theory of Exponents—Ratio, Proportion and Variation.

*Geometry.* Plane and Solid.

## COURSE OF STUDIES

### SENIOR-JUNIOR.

Course I. Logic—Five hours a week for half a year.

(a) Minor Logic or Dialectics.

The nature of simple apprehension.—Division of ideas.—Judgments and propositions.—Reasoning.—The categorical syllogism and its rules.—The hypothetical syllogism.—Other species of arguments.—Indirect reasonings.—Sophisms.—Philosophic discussion.

b) Major or Critical Logic.

The nature of certainty and its elements.—The fact of certainty as opposed to skepticism.—The means of certainty in the senses, in the intellect, in authority, and in common sense.—Objective evidence the ultimate criterion of certainty.

Course II. Mental Philosophy—Five hours a week for half a year.

(a) General Metaphysics.

The nature of being; its concept and analogy, essence and existence, possible being.—The first principles derived from being.—The attributes of being: unity, truth, goodness, substance and accident, cause and effect.—The chief perfections of being.—The infinite, the necessary.—Order and beauty.

(b) Cosmology.

The origin, purpose and perfection of the world.—The laws of nature and miracles.—Constitution of bodies; theories, ancient and modern.

Course III.—Five hours a week, one-half year.

(a) Psychology.

The existence of God.—On atheism.—The essence of God, His infinite perfection.—On pantheism.—The immortality, immensity, eternity of God.—The knowledge, will and power of God.—Divine Providence.

Course IV.—Moral Philosophy—Five hours a week, one-half year.

(a) General Principles.

The ultimate end of man.—The use of the present life.—The morality of human acts.—The essence of morality.—Accountability

for moral acts. Circumstances lessening accountability.—The passions.—Virtues and vices.

Law in general.—The eternal law.—The natural law.—Positive law.—Conscience.—Sanction of the moral law.

(b) Special Applications.

I. Individual rights and duties.

(A) Duties to God: faith, adoration, love.

(B) Duties to ourselves.—Suicide immoral.

(C) Duties to other men. (a) Justice and charity.—(b) Duties regarding the minds and wills of others.—Lying. (c) Duties regarding the lives of others.—Homicide.—Self-defense. (d) Duties regarding honor.—Duelling.

(D) Rights of ownership. Communism.—Validity of titles to ownership.—Ways of acquiring property.—Transfer of property by contract.—Wages of laborers.

II. Social Rights and Duties.

Society in general.—The family.—Divine institution and necessity, unity and indissolubility of marriage.—Parental authority.—Education.—Master and servant.—Slavery.

III. Civil Society.

(a) Nature and origin.—The end of civil government.—The units composing civil society.—Civil authority.—The different forms of government.—Duties and rights of the government regarding moral and intellectual welfare.—Material prosperity.—Public morality.—Religious liberty.—Liberty of the Press.—The social problem.

(b) Functions of the civil government.—Legislative; the judiciary, the executive.—Object of punishment.—Capital punishment.—Other penalties.—Duties of civil officers.

(c) International law.—The equal natural rights of nations.—Interventions.—Concordats.—War and arbitration.

### TEXT-BOOKS.

Logic and Metaphysics.—Russo's *Summa Philosophica*. For reference, Hill, Stonyhurst Series, Poland, Coppens.

Ethics.—Jouin's *Elementa Philosophiae Moralis*. For reference, Russo, Hill, Coppens, Poland, Stonyhurst Series. Liberatore's *Political Economy*.

## LATIN.

Course I. Sophomore Class—Five hours a week, one-half year.

- (a) Authors. Cicero: Pro Lege Manilia, In Catilinam, I, II, III, IV. Horace: Odes, Epodes, Satires (selected).
- (b) Latin composition in imitation of author.
- (c) Sight translation.

Course II. Sophomore Class—Five hours a week, one-half year.

- (a) Authors. Cicero: Pro Marcello, Pro Milone. Tacitus: Agricola, Germania.
- (b) Latin composition in imitation of author. Original composition in Latin.
- (c) Sight translation.

Course III. Freshman Class—Five hours a week, one-half year.

- (a) Authors. Virgil's Aeneid (Book VI and selected passages from other books).

Horace's Ars Poetica, Easier Odes; Select Christian Lyrics.

- (b) Composition in prose in imitation of Cicero. Off-hand translation into Latin from English text-books and from Homer.—Practice in verse-writing.

Course IV. Freshman Class—Five hours a week, one-half year.

- (a) Authors. Virgil's Aeneid, Books I and II. Cicero: Pro Archia.
- (b) Latin composition in keeping with Arnold's Practice, Part II and III.

## GREEK.

Course I. Sophomore Class—Five hours a week, one-half year.

- (a) Demosthenes: Philippics or Olynthiacs. St. Chrysostom, Eutropius. Sophocles.—Oedipus Tyrannus or Antigone. Aeschylus.—Prometheus Bound.

- (b) Composition, Imitation of Authors.

Course II. Sophomore Class—Five hours a week, one-half year.

- (a) Author.—Demosthenes: Philippics or Olynthiacs.
- (b) Composition.—Imitation of Author.

Course III. Freshman Class—Five hours a week, one-half year.

(a) Authors; Homer's Iliad, Bk. VI.—Selected Odes, from *Graeca Minora*.

(b) Composition.—Translation of Homer into Attic Greek.—Theme work.

Course IV. Freshman Class—Five hours a week, one-half year.

(a) Authors; Homer's Iliad, Bk. I, Selections from Bks. II and V. Selected Odes.

(b) Composition.—Themes.

N. B.—In courses III and IV, a close metrical and literary analysis of the author is aimed at.—Homeric peculiarities are examined and discussed, and the Greek Epic Cycle is historically considered, as well as Homer's influence on literature.

References: Gladstone's Works on Homer; Lawson's "Successors of Homer"; Mahaffy, Grote, Felton.

## ENGLISH.

Course I. Senior-Junior Class—Two hours a week, one year.

(a) *Philosophy of Literature*.—Canons of criticism.—Study of classical authors, particularly writers on philosophical topics.—Discussion of course of argumentation.

(b) Practice.—Written papers on philosophical subjects.—Oral and written criticisms of papers presented in class.

Course II. Sophomore Class—Three hours a week, one-half year.

(a) Precepts.—The different species of oratory: deliberative, forensic, demonstrative and sacred.

(b) Authors: Historical and critical study of the master orators, ancient and modern.

(c) Practice: A written paper on topics assigned.—Criticisms of speeches or essays presented in class.—Analysis of orations and outlines of speeches to be delivered. References: Quintilian, Kleutgen, Blair, Bardeen, Genung, Hill, etc.

Course III. Sophomore Class—Three hours a week, one-half year.

(a) Precepts: *Oratorical composition*—Qualifications of the Orator, Oratorical topics.—Order of arguments.—The parts of an oration (Coppens, S. J.)

(b) Authors: The best specimens of British and American orators read, analyzed and discussed.

(c) Practice: A written paper each week in imitation of models, or in illustration of precepts.

Course IV. Freshman Class—Three hours a week, one-half year.—Fiction.—Essays.—Poetry.

(1) Theory: *Ground principles of literary aesthetics*. (a) Beauty. 1st. What things are beautiful. 2nd. What are the qualities or elements constituting beauty. (a) Physical. (b) Moral and spiritual sublimity.

(b) Criticism. Taste, imagination, sentiment. For reference: Jungmann, Tapparelli, Addison, Burke, Allison. Upton, etc.

(2) *Fiction, Romance, Novels*, and their different classes, objective, subjective, real, ideal. Origin, development, volume, worth and uses of English prose fiction.—The Metrical Romances, Mallory, Sidney, Lyly, Lodge, Fielding, Smollet, Richardson, Goldsmith, Edgeworth, Scott, Dickens, Thackeray, Lytton, George Eliot, Stevenson, Howells, Crawford, etc.

For reference: Tuckerman, Cross, Crawford, Howells, Brander Matthews on the Historical novel; Arlo Bates' Aspects of Fiction.

(3) *Poetry*. Nature, province, divisions, qualities required in the poet.

For reference: Art of Poetry in the Britannica. Stedman's Nature of Poetry, and his Victorian and American Poets.—Sydney's "Defense of Poesy."—Shelley's "Defense of Poetry."—Leigh Hunt's "What is Poetry."—Aristotle's Poetics.

*Narrative Poetry*. (1) The Epic, (2) The Metrical Romance, (3) The Metrical Tale, (4) The Ballad, (5) The Descriptive Poem, including Pastoral and Idyllic, (6) The Allegory, (7) The Mock Heroic. Each kind studied in its nature, origin, history, present condition, etc.

Chosen specimens for class or private reading are examined according to the following method: (1) Mastery of the Subject,

(2) Metre, Rhyme, Stanza, Structure, (3) Classification, (4) Purpose, (5) Plot, (6) Characters, (7) Setting, (8) Contrast, (9) Style, (10) Characteristics of Author, (11) Memory passages, (12) Life of Author, (13) Critical Opinion (14) Comparative Study, (15) Collateral Reading.

For reference: Lanier's "Science of English Verse." Heydrick's "How to Study Literature," Gummere's "Handbook of Poetics."

Course V. Freshman Class—Three hours a week, one-half year.

I. *Lyric Poetry*. (a) *Nature*. How distinguished from other kinds of Poetry; Varieties (a), (1) Simple, (2) Emotional, Enthusiastic, (3) Reflective. (b), (1) Sacred, (2) Patriotic, (3) Love Lyrics, (4) Lyrics of Nature, (5) Lyrics of Grief, (6) Reflective, (7) Convivial, (8) Lyrical Ballad, (9) Miscellaneous.

(b) Classical specimens of each kind studied and explained in class-room in the following or some kindred order: Reading the Poem, Classification, Central Theme, Mood, Movement, Sound Structure, Style, Characteristics of Author, Memory Passages, Life of Author, Critical Opinion, Comparative Study, Collateral Reading.

(c) Origin and Growth of Lyric Poetry. Its great masters, present condition.

For Reference Gummere, Heydrick, etc.

II. *Dramatic Poetry*: (1) Tragedy, Comedy, The Reconciling Drama. Nature and characteristics of each. Difference between the Drama and other species of Poetry. Laws regulating dramatic composition.

(2) For class study and analysis, The Merchant of Venice, The Tempest, Hamlet, Macbeth, Richard III.

(3) Origin and History of the Drama; Shakespeare's place among dramatists.

For reference, Blair, Moulton, Schlegel. Encyclopaedia Britannica on Dramatic Poetry.

*Essays*: (1) Nature, Structure, Kinds, personal, narrative, critical, reflective.

(2) Models of each species used for reading and class analysis.

(3) Origin, history and value of the Essay in English Literature.

Practical original composition of novelettes, poems and essays, at least one composition a week.

### PRACTICAL ORATORY AND DEBATING.

Two hours a week for nine months, besides special conferences and help given to individuals by the Professor.

The object of this course is to train the students of the Collegiate Department to readiness and fluency in speaking before an audience. To this end it is conducted according to strict parliamentary practice as is usual in debating societies. The literary and oratorical exercises are always under the direct supervision of a member of the Faculty. They are as follows:

1. Declamation and Elocutionary Reading of extracts from the classic drama or from model orations.

2. Criticism and discussion of interpretation and delivery by the Instructor, or by critics chosen from among the more advanced members.

3. Composition and reading of stories, poems, and essays, historical, critical or personal. Careful preparation by means of extensive reading and of consultation with the Instructor is prescribed for this exercise.

4. Set orations illustrative of the precepts for oratorical composition, on topics suited to the speaker and his hearers and written and delivered with a view to producing in the audience actually present the desired effect of convincing or of persuading to action.

5. Extempore speaking on questions discussed, or on matters of business proposed in joint session or transacted by committee.

6. The theory and practice of Parliamentary Law in deliberative assemblies. This constitutes the object of the vigilance of the chairman and of students chosen for this purpose. Extraordinary sessions, too, are called for the explicit and exclusive study of parliamentary practice.

7. Debates. The amount of time devoted to regular debates, the supervision exercised in the choice of questions, the assistance rendered in the preparation of argument, make this exercise the most profitable of all undertaken. Questions of interest of a poli-

tical or historical or economic nature, prepared by a special committee, afford an opportunity to all the students to engage in general discussion.

8. Lectures. From time to time lectures and conferences are given by the Instructor or by other members of the Faculty on subjects and on methods of study of practical value.

## EVIDENCES OF RELIGION.

Course I. Senior-Junior Class—One hour a week, one year.

Apologetics. Christianity a Revealed Religion, Revelation in General.—Pre-Christian Revelation.—The Christian Revelation.—Institution of the Church.—The End of the Church.—The Constitution of the Church.—Marks of the Church.—The Teaching Office of the Church.—Sources of the Church's Teaching.—The Rule of Faith.

Course II. Sophomore Class—One hour a week, one year.

Christian Dogma. The Existence of God. The Nature of God.—The Attributes of God.—The Unity of God.—God in Three Persons.—God the Creator.—The Various Grades of Creation.—God the Redeemer of Fallen Man.—Grace actual and habitual.—The Sacraments as Means of Grace. The Sacraments in Particular.—The Church as a Means of Salvation.—The Last Things.

Course III. Freshman Class—One hour a week, one year.

Christian Morals. The Basis of Morality.—Law and Conscience.—Conditions of Morality.—Moral Good and Moral Evil.—The Christian's Duties towards God, towards himself and towards his neighbor.—Christian Perfection.

## HISTORY.

Course I. Sophomore Class—One period a week, one year. Nature and general laws of History.—Sources of Historical knowledge.—Qualities required in the historian.—General reliability of history.—Special sources of error.

(a) False Statements. References — Herodotus, Diodorus Siculus, Rollin, Rawlinson, Lenormant and Chevalier, Froude.

(b) Suppression of Facts. References.—Gibbon's Decline and Fall of the Roman Empire, Prescott's Conquest of Mexico.

(c) Partiality. References.—Livy, Irving.

(d) Prejudice.

(e) False Theories. References.—Hume, Mitford, Herder, Kant, Hegel, Guizot, Cousin, Michelet, Bancroft, Carlyle, Macaulay, Mitchel, Lingard.—Schools of History, Fatalistic, Descriptive, Judicial.—References.—Bossuet, Alzog, Darras, etc.—Philosophy of History.—References.—Voltaire, Montesquieu, Buckle, Guizot, Balmes.

Course II. Freshman Class—One hour a week, one year. Ancient History from the first Punic War to the beginning of the Christian Era.—The first and second Punic Wars.—Antiochus the Great.—The Machabees.—The Third Punic War.—End of Grecian Independence.—The Romans in Spain.—War with Jugurtha.—The Civil Wars in Rome.—Marius and Sulla, Pompey.—Cicero and Catiline. Julius Caesar.—His Conquest of Gaul and his Victory over Pompey.—Caesar's death.—Octavius and Antony.—The Battle of Actium.—The Empire of Rome.

### MATHEMATICS.

Course I. Senior-Junior Class—Two hours a week, one-half year. Differential and Integral Calculus.—Differentiation.—Maclaurin's and Taylor's Theorems.—Maxima and Minima evolutes and involutes.—Tracing of curves.—Integration, Rectification, Quadrature, Cubature, Applications to Mechanics. — Surfaces in general.—(Hardy.)

Course II. Sophomore Class—Four hours a week, one-half year. Advanced Algebra.—(Wentworth.)

Course IV. Freshman Class—Four hours a week, one-half year. Spherical Geometry and Spherical Trigonometry.—(Wentworth.)

Course V. Freshman Class—Four hours a week, one-half year. Plane Trigonometry and Surveying.—(Wentworth.)

### ASTRONOMY.

Course I. Senior-Junior Class—Five hours a week, one-half year.

(a) The Doctrine of the Sphere.—The Earth—form, dimensions, rotation, mass and density.—The Moon.—The Sun.—Celestial Mechanics.—Comets and Meteors.—The Stars.

(b) Practice. Use of transit circle and of the equatorial. Use of the Ephemeris.—Calculation of Eclipses. Use of the spectroscope.

### GEOLOGY.

Course II. Senior-Junior Class—Two hours a week, one year.

(a) Dynamical Geology.—Winds, Weathering, Rivers, Glaciers, Lakes, The Ocean, Volcanoes, Earthquakes

(b) Structural Geology.—Rock-forming Minerals.—Composition and Structure of Rocks.—Physiographic Structure.

(c) Historical Geology.—Archaean and Algonkian, Paleozoic, Mesozoic and Cenozoic Eras.

### PHYSICS.

Course III. Sophomore Class—Three hours a week, one year.

(a) Light: Transmission.—Reflection.—Refraction.—Spectrum Analysis.—Polarization.—Diffraction.—Interference.—Theories of Light.

(b) Magnetism. Induction.—Lines of Force.—Magnetic Dip.

(c) Statical Electricity: Induction.—Condensation.—Electrometers.—The Holtz and the Wimshurst Machines.

(d) Dynamical Electricity: Batteries.—Galvanometers.—Measurement.—Generation in a Magnetic Field.—The Dynamo and the Motor.—Transformers.—Direct and Alternating and Multiphase Currents.—Tesla Effects.—Crookes Tubes.—Roentgen Rays.

Course IV. Freshman Class—Three hours a week, one year.

(a) Mechanics.—Statics.—Dynamics.

(b) Gravitation and Molecular Attraction.

(c) Liquids.—Specific Gravity.—Surface Tension.

(d) Gases, Properties and Laws.

(e) Sound.—Physical Theory of Music.—Analysis of Vibration.

(f) Heat.—General Effects.—Vaporization.—Latent Heat.—Specific Heat.

### CHEMISTRY.

Course V. Sophomore Class—Two hours a week, one year.

(a) General Chemistry.—Positive or Metallic Elements.

(b) Laboratory Practice.

Course VI. Freshman Class—Two hours a week, one year.

(a) General Chemistry.—Negative or Non-Metallic Elements.

(b) Laboratory Practice.

### POLITICAL SCIENCE.

Course I. Sophomore Class—One period a week, one-half year.

General Principles of Government:

(a) State Governments.—Constitution.—Nature, object, establishment.—Departments; legislative, executive, judicial.

(b) The National Government: Origin, nature, growth.—Its Function; the legislative, the judiciary, the executive.

Course II. Sophomore Class—One period a week, one-half year.

General Principles of Law:

(a) Municipal Law; civil rights, contracts, real estate, criminal law.

(b) International Law; its nature and authority.—War and Peace Rights and Duties of Belligerents—Rights and Duties of Neutrals.

### ELOCUTION.

Course I. Senior-Junior Class—One hour a week, one year. Mutual criticism of delivery and of interpretation.—Discussion.—Impromptu speaking.

Course II. Sophomore Class—One hour a week, one year.

Rendition of Oratorical and Dramatic Selections. The style of delivery suited to various species of oratory.

Course III. Freshman Class—One hour a week, one year.

Interpretation and delivery.—Impersonation.—Constant application of theory and of experience acquired.

## REGISTER OF STUDENTS

### SENIOR-JUNIOR CLASS.

Byrne, Eugene	Jamieson, John G.
Byrne, John P.	Kennedy, Louis
Cahill, Edward L.	Lalley, Cornelius
Gillespie, Hugh	Lanigan, Thomas W.
Gillespie, Joseph J.	McShane, Thomas S.
	Peacock, Cornelius J.

### SOPHOMORE CLASS.

Cuddihy, John W.	Matthews, Francis P.
Delehant, John W.	Murphy, J. Harry
Driscoll, Henry W.	Mullen, John
Farrell, D. Howard	Quigley, Willard H.
Farrell, Raymond A.	Rademacher, Gerard V.
Harrington, Gerald F.	Schmidt, Paul J.
Kennedy, Bernard A.	Scott, W. Howell
Keyser, George A.	Sullivan, Joseph F.
Kleyla, Raymond	Sullivan, Leo
Maloney, T. Francis	Taylor, Edmund C.

## FRESHMAN CLASS.

Connell, Herbert J.  
Connolly, James J.  
Counley, Roy A.  
Daugherty, John C.  
Day, L. B.  
Donnelly, Thomas S.  
Donovan, William  
Dreibus, Percy F.  
Emery, Austin F.  
Farrell, F. Robert  
Friman, Perry J.  
Hannon, T. Emmett  
Harrigan, Clarence  
Hogan, John  
Hronek, Walter C.  
Ineichen, Leo E.

Kelley, Paul T.  
Lanphier, Thomas G.  
Lynch, Joseph P.  
Maher, Joseph M.  
Marrin, Francis E.  
Martin, Clement L.  
McNamara, Raymond  
Merritt, Ralph  
Mullen, Francis R.  
Murphy, Francis P.  
O'Neil, John  
Peasinger, Charles W.  
Pritchett, Harold L.  
Shirley, Edward G.  
Sullivan, John E.  
Wallace, Francis R.

# The Creighton High School

## THE CREIGHTON HIGH SCHOOL

### PREPARATORY DEPARTMENT TO COLLEGE.

#### *Officers and Faculty.*

REV. EUGENE A. MAGEVNEY, S. J.,  
President.

REV. WILLIAM F. DOOLEY, S. J.,  
Principal.

REV. JOHN C. KELLY, S. J.,  
Treasurer.

REV. TERENCE H. DEVLIN, S. J.,  
Chaplain.

REV. ALBERT WISE, S. J.,  
Instructor in Latin, Greek, English and History. (Fourth Year.)

JOHN E. KNIPSCHEER, S. J.,  
Instructor in Geometry.

REV. THOMAS CONNERS, S. J.,

REV. TERENCE H. DEVLIN, S. J.,  
Instructors in Christian Doctrine.

WILLIAM TIERNEY, S. J.,

PATRICK LOMASNEY, S. J.,  
Instructors (Third Year).

REV. LEO J. LYONS, S. J.,

WILLIAM RYAN, S. J.,  
Instructors (Second Year).

JOSEPH M. KROEGER, S. J.,

LAURENCE T. MEYER, S. J.,

S. M. BONAVENTURE,

S. M. CAMILLUS,  
Instructors (First Year).

REV. GREGORY O'KELLY, S. J.,

Instructor (Special Class).

REV. ANTHONY GEYSER, S. J.,

JOSEPH M. KROEGER, S. J.,

LAURENCE T. MEYER, S. J.,

Instructors in Modern Languages.

REV. WILLIAM SCHIERMAN, S. J.,

WILLIAM J. O'CONNELL, S. J.,  
Vocal and Instrumental Music.

## ENTRANCE REQUIREMENTS.

*High School Department.*

Admission to Creighton High School supposes the completion of that course of studies which prepares a boy for admission to a regular High School. Sometimes a boy may be admitted who has not completed the Grammar School Course, but, who, upon examination, will be found so far advanced in English and Arithmetic that he may be able, with more than usual industry, to follow the instruction of the lowest class of the school. It is to be noted that the school is a Classical High School of prescribed studies, except in the case of Modern Languages, which are optional studies. It should be clear, therefore, that its preparation is for classical college work and not specialized for technical, scientific, commercial or engineering studies.

Besides the regular course classes there is a Special Latin and Greek Class maintained to enable High School students, who have not taken Latin or Greek, to repair that deficiency. For entrance to this Special Class it is required that a student shall have made at least one year of High School studies. In this class double time is given to the study of Latin and Greek, and as soon as a student has graded up in Latin and Greek to the standing of the Class for which he is certified in English, History and Mathematics he will be at once transferred to that class.

This class is also open for Greek to students who have qualified for Freshman Class in Creighton College in all requirements except Greek.

## LATIN.

Course I. Fourth Year Class—Five hours a week, one year.

(a) Grammar (First Term) Syntax reviewed with all notes.  
—Prosody begun.

(Second Term) Prosody continued, Comparative Grammar.

(b) Composition: Two written Exercises every week in imitation of Authors.

(c) Authors: (First Term) Caesar Bk. III and IV or V and VI.

(Second Term) Cicero, De Amicitia.—Pro Marcello.—Virgil.  
—Eclogues.

Course II. Third Year Class—Five hours a week, one year.

(a) Grammar. (First Term) Syntax for moods and tenses to the end, excluding more difficult notes.

(Second Term) Syntax of first term repeated, with notes and exceptions.

(b) Composition. Daily drill on rules seen in the Grammar.—Written exercises based on Caesar and Cicero, three times a week. Oral review once a week.

(c) Authors. (First Term) Caesar, Bk. I and II.

(Second Term) Cicero's Selected Letters. Caesar, or Nepos with a special study of difference of idioms in Latin and English.

(d) Memory Lesson. 250 lines of Author each term.

Course III. Second Year Class—Five hours a week, one year.

(a) Grammar. (First Term) Review of Etymology with all irregularities.—Syntax of all case construction, without notes and exceptions.

(Second Term) Thorough study of case constructions.

(b) Composition. Daily Drill on Rules studied. Longer written exercises twice a week in imitation of Author.—Oral Review once a week.

(c) Authors. *Historia Sacra*; Reading Lessons from the Grammar; Phaedrus.

(d) Memory lesson. 200 lines of Author each term.

Course IV. First Year Class—Seven hours a week, one year.

(a) Grammar. (First Term) Regular declensions and conjugations.—Rules on Concord.

(b) (Second Term) Review of declensions and conjugations, with exceptions and irregularities.—Review of declensions and conjugations, with exceptions and irregularities of nouns, pronouns, adjectives and verbs.—Elementary rules of Syntax.—Written exercises in imitation of Author three times a week.

(c) Authors: Extracts from Grammar, *Historia Sacra*.

(d) Memory Lesson: 150 lines each term.

Course V. Special Class—Ten hours a week, one-half year. Five hours a week, one-half year.

(a) Grammar. (First Term) Declensions and Conjugations, regular and irregular.—Elementary Rules of Syntax.

(Second Term) Syntax of Case Constructions with all exceptions.

(b) Composition. Daily drill on precepts, and longer written exercises three or four times a week. (Bennett's Latin Lessons, First Term.)

(c) Authors: Extracts from Grammar.—Reading Lessons in Bennett.

(d) Memory Lesson; 200 lines of Author.

### GREEK.

Course I. Fourth Year Class—Five hours a week, one year.

(a) Grammar. (First Term) Etymology and Syntax reviewed with all notes and exceptions.—Greek word-building.

(Second Term) Comparative Grammar.

(b) Composition. Written exercises on Syntax in imitation of Authors.

(c) Authors. (First Term) Palaephatus; Xenophon's Anabasis.

(Second Term) Anabasis Bk. V.—St. John Chrysostom on Eutropius.

Course II. Third Year Class—Five hours a week, one year.

(a) Grammar. (First Term) Review of Etymology, with exceptions and irregularities.—Syntax of case constructions.

(Second Term) Syntax of Moods and Tenses, without exceptions.

(b) Composition. Daily drill on Precepts.—Written exercises based on Author.

(c) Authors. (First Term) Reading Lessons in the Grammar.

(Second Term) Xenophon's Anabasis, Bk. I.

Course III. Second Year Class—Five hours a week, one year.

(a) Grammar. Regular declensions.—Conjugations of regular verbs.—Formation of tenses of mute and liquid verbs.

(b) Composition. Daily drill in writing Greek in application of precepts.—Translation of simple sentences, in writing, two or three times a week.

(c) Authors. Reading Lessons in the Grammar.

Course IV. Special Class—Five hours a week, one year.

(a) Grammar. Declensions and Conjugations, regular and irregular.—Syntax of Case Constructions.

(b) Composition. Daily drill on precepts, written exercises based on author, four or five times a week.

(c) Author. Reading lessons in the Grammar.

### ENGLISH.

Course I. Fourth Year Class—Three hours a week, one year.

(a) First Term) Precepts, Style, Qualities, Varieties.—Wit and Humor.

(Second Term) Species of Prose Composition, Narration, Description, Dialogues, Versification.—Coppens, Bks. IV. and V.

For reference: Genung, Hill, Hart, Scott and Denny.

(b) Composition: Once a week a written paper in illustration of the Precepts and Models studied in class. Daily exercises in literal or elegant translation of Latin or Greek Author.—Practice in Versification.

(c) Authors. (First Term) Selections from Irving, Addison, Prescott, Macaulay, DeQuincey.

(Second Term) Scott's "Lady of the Lake," Longfellow's "Evangeline," and "Tales of a Way-Side Inn."—Aytoun's and Macaulay's "Ballads and Lays."

Course II. Third Year Class—Five hours a week, one year.

(a) Precepts. (First Term) The Choice and Use of Words.—Purity.—Propriety.—Precision.—Sentence Structure.

(Second Term) Paragraph building.—Figures of Speech.—Letter Writing.

(b) Practice. Daily exercises on Precepts and Models.—A composition once a week as home work, according to a plan suggested and discussed in class.

(c) Authors. Selections from Irving, and from standard novelists.—Knight's "Half-hours with the Best Letter-writers."—Gray's Elegy.

Course III. Second Year Class—Five hours a week, one year.

(a) Precepts. (First Term) English Syntax.—Discussion of the proper and improper use of the parts of speech.

(Second Term) Analysis of complex sentences in prose and verse. Logical analysis of paragraphs.

(b) Practice. Daily drill in correction of false syntax or in analysis of sentences.—Two compositions each week as home work.

(c) Authors. Brown's "Rab and His Friends," Goldsmith's "Deserted Village," Hawthorne's "Twice-Told Tales," Irving's "Sketch Book," Poe's "Gold Bug" and "Purloined Letter," etc.

(d) Memory work. Selections from Goldsmith and Longfellow.

Course IV. First Year Class—Five hours a week, one year.

(a) Precepts. Etymology.—Analysis of Sentences.—Sentence building.

(b) Practice. Daily Drill on Precepts.—Two compositions a week as home work.

(c) Authors. (First term) Irving's "Sketch Book," Dickens' "Christmas Stories."

(Second Term) Hawthorne's "Tanglewood Tales."—Choice selections from various sources.

(d) Daily practice in reading and orthography.

### PUBLIC SPEAKING AND DEBATING.

Two hours once a week, nine months, besides special help given to individuals by the professor.

The object of this course is essentially the same as that of the corresponding course in the Collegiate Department, to acquire ease and fluency in addressing an audience. The work undertaken to this end by the students of the High School Department is, however, of necessity, more restricted in its scope than that of the College course. Absolute grammatical correctness and propriety of diction in composition form the requisites for admission, and this proficiency in extempore speaking, together with an apt and graceful delivery, should be the constant aim of the student at this stage of his progress. The exercises adopted with the view to attain such proficiency afford ample opportunity for higher development.

#### Exercises:

1. Declamation and elocutionary reading of selections in prose or verse, followed by judicious criticism for the benefit of all the students by the instructor, a member of the Faculty.

2. The writing and reading of original papers on topics of interest, with special attention paid to precision and elegance of language and to correctness of taste.

3. Reviews of select pieces of standard literature and estimates of character chiefly in classic fiction.

4. Discussion of the merits and influence of great men in history; of national movements, etc., as studied in class.

5. Regular debates on questions within the mental range of the members, involving careful preparation, clear, and logical treatment of argument and a forceful and easy delivery.

6. Off-hand speaking in rebuttal of argument or in the transaction of business.

7. The theory and practice of Parliamentary Law in the regular weekly sessions and in the extraordinary meetings called for the express purpose of making a study of this subject.

### CHRISTIAN DOCTRINE.

Course I. Fourth Year Class—One hour a week, one year.

Review of matter treated in Courses II., III., IV.—Lectures and Discussion.

Practical Instruction on the Counsels, the Religious State, Religious Orders. Repetition and the development of the instructions on Devotion given the preceding year; fuller explanation of Indulgences.

Course II. Third Year Class—One hour a week one year.

On Faith, its object, necessity, qualities.—The Apostles' Creed.

Course III. Second Year Class—One hour a week, one year.

On the Commandments of God.—The Precepts of the Church, Sin and Virtue.

Course IV. First Year Class—One hour a week, one year.

On Grace.—The Sacraments and Sacramentals.

### HISTORY.

Course I. Fourth Year Class—Two periods a week, one year—besides periods devoted to Historical Essays.

(a) Origin of the Human Race.—The Scripture account of Evolution.—The Ancient Monarchies of the East.—Rise and Progress of Idolatry.—The Mission of the Hebrews.

(b) The Grecian States.—Settlement and Early History.—Sparta and Lysurgus.—Athens and Solon.—The Persian Invasion of Greece.—The Age of Pericles.—The Retreat of the Ten Thousand.—The Theban War.—Philip of Macedon.—Alexander the Great and his Campaigns.

(c) Rome and the Romans.—Romulus and the Monarchy.—The Roman Republic; its foundation and constitution.—The Agrarian Law.—The Laws of the Twelve Tablets.—The Subjugation of Latium.—The Wars with the Samnites and with Pyrrhus.

Course II. Third Year Class—Two hours a week, one year.

Modern history from the beginning of the twelfth century to the end of the nineteenth.

(a) Origin and Causes of the Crusades.—The Kingdom of Jerusalem.—Frederick Barbarossa.—Richard Coeur-de-Leon, Saladin, Louis IX. of France.—Results of the Crusades.—Wars between France and England.—The Fall of Constantinople.

(b) Overthrow of the Moors in Spain.—The Reign of Ferdinand and Isabella.

The Discovery of America.—The Conquest of Mexico and of Peru.—Luther and the Reformation.—Charles V. and Philip II.—England under the Tudors and the Stuarts.—The Commonwealth and Oliver Cromwell.

(c) France under Louis XIV.—The Rise of Prussia.—Frederick II.—The French Revolution.—Napoleon Bonaparte.—Revolutions in various European States.—Victor Emanuel, King of Italy.—The Franco-Prussian War.—The New German Empire and the Republic of France.

Fredet's Modern History. References: Guggenberger, S. J., Sanderson.—Hardiman, Fisher, Sheldon.

Course III. Second Year Class—Two hours a week, one year.

(a) The Period from the Foundation of the Roman Empire to the Migration of Nations.

Rise of the Roman Empire, its rulers, condition of the people.—Christianity and its Influence on Society.—Struggles of the Infant Church.—The Empire at its Height.—The Attempt to crush out Christianity.—The triumph of the Church.—Constantine and the Eastern Empire.

(b) Ancient German Tribes.—Their Invasions of the Roman Provinces.—The Huns.—The Vandals.—The Visigoths and Ostrogoths.—The Franks and the Lombards.—Rise of Mohammedanism.—The Papal States.—Pepin and Charlemagne.—The Normans and their Conquests.—The Greek Empire.—The Greek Schism.—Feudalism.

References: Guggenberger, S. J.; Mommsen, Fisher, Grote, Parsons, Ozanam, Green.

Course IV. First Year Class—Two hours a week, one-half year.

A careful review of the history of the United States.

### GEOGRAPHY.

Course I. Third Year Class—One hour a week, one year.  
Physical Geography.

Course II. Second Year Class—One hour a week, one year.  
Review of Geography in connection with History.

Course III. First Year Class—Two hours a week, one-half year.

(a) A rapid review of Geography for the two-fold purpose of ascertaining the proficiency in this branch of the first year students, and,

(b) Of training them to uniformity in the intelligent use of the atlas and in the drawing of outline maps in connection with the study of History.

### MATHEMATICS.

Course I. Fourth Year Class—Four hours a week, one year.  
(First Term) Plane Geometry, Books I., II., III.  
(Second Term) Plane and Solid Geometry, Books IV., V., VI., VII.

Course II. Third Year Class—Four hours a week, one year.  
(First Term) Algebra. Quadratic Equations.  
(Second Term) Wentworth's Advanced Algebra completed.

Course III. Second Year Class—Four hours a week, one year.  
(First Term) Algebra. Fundamental Operations (reviewed).  
—Fractions.

(Second Term) Fractional Equations.—Quadratics.

Course IV. First Year Class—Five hours a week, one year.  
(First Term) Arithmetic. Percentage and its application.—Ratio and Proportion.—Mensuration.—Series.—Advanced Test Examples.

(Second Term) Algebra. Fundamental Operations.

## ELOCUTION.

Course I. Fourth Year Class—One hour a week, one year.

Vocal Culture.—Repetition of work of preceding years.—Power, Stress, Melody, Pitch, Tone, Slides and Waves.

Gesture Drill.—More difficult positions.—Complex gestures.—Calisthenic exercises.—Concert drill.

Renditions of Metrical Compositions.—Expression of the passions.

Course II. Third Year Class—One hour a week, one year.

Vocal Culture.—Repetition of work of preceding years.—Inflection of words and sentences.—Pauses and Cadences.—Qualities of voice.

Gesture Drill.—Combinations of simpler gestures and movements.—Calisthenic exercises.—Concert drill.

Course III. Second Year Class—One hour a week, one year.

Vocal Culture.—Repetition of work of preceding years.—Breathing exercises.—Articulation.—Pronunciation.—Concert drill.—Gesture Drill.—Position and movement.—Varieties of simple gestures.—Calisthenic exercises.—Concert drill.

Course IV. First Year Class—One hour a week, one year.

Vocal Culture.—Breathing exercises.—Articulation.—Pronunciation of Vowels and Consonants.—Concert drill.

Gesture Drill.—Positions in reading and declamation.—Simple gestures.—Calisthenic exercises.—Concert drill.

## MODERN LANGUAGES.

Course I. *German*. Three half-hours a week, one year.

(a) Precepts. Syntax completed. Comparison of idioms in English and German.

(b) Practice. Exercises in translation, both oral and written.

(c) Authors. Classic selections at the option of the professor.

Course II. *German*. Three half-hours a week one year.

(a) Precepts. Etymology.—Fundamental Rules of Syntax.—Idioms.

(b) Practice. Reading Exercises, oral and written, in translation.

(c) Authors. Extracts from Grammar.

Course III. *French*. Three half-hours a week, one year.

- (a) Precepts. Review of irregular verbs.—Syntax completed.
- (b) Translation. Oral and written translation.
- (c) Authors. Selections at the option of the professor.

Course IV. *French*. Three half-hours a week, one year.

(a) Precepts. Etymology to irregular verbs.—Easier rules of syntax.

- (b) Practice. Reading.—Oral and written translation.
- (c) Authors. Extracts from Grammar.

### BUSINESS COURSES.

Course I. *Bookkeeping*. Three hours a week, one year.

Double entry.—Day Book.—Journal.—Ledger.—Cash Book.—Sales Book.—Trial Balance.—Balance Sheet. — Checks. — Notes. — Drafts.—Receipts, etc.

Course II. *Business Writing*, Advanced Course. Two half-hours a week, one year.

Review of the work of the preceding year.—The Palmer Method completed.

Course III. *Business Writing*. Three half-hours a week, one year.

Introduction to rapid and easy writing, according to the Palmer Method.

### VOCAL MUSIC.

One half-hour a week and one hour's joint practice after class hours.

*Aim.* Since both the theoretical and practical knowledge of musical notation and tone production are regarded as integral parts of a general and liberal education, it is the aim of the instructor in vocal music to impart a general, rather than a specific training in this art. In many of the primary schools the foundation is already laid; but it is deemed desirable to insure the possession of that knowledge while the student is engaged in academic studies.

*Courses.* The courses are arranged as far as can be done conveniently with the needs of the pupils, in regular gradation according to the judgment of the instructor, in such a manner, however, that at least one half-hour a week is devoted to each of the different grades.

Besides this regular course, one hour's practice a week is usually afforded to select groups of pupils showing any marked aptitude for vocal music.



## REGISTER OF STUDENTS

## FOURTH YEAR HIGH.

Barry, James B.	Lanphier, Basil
Begley, Harry M.	Lowe, John J.
Boyle, Stephen A.	Lynch, Daniel V.
Brenner, Casper S.	McCaffrey, Owen P.
Burke, Donald J.	McDonald, James P.
Burroughs, James P.	McKee, Neal P.
Burt, Owen E.	McShane, George F.
Cahill, Philip J.	Miller, Maurice R.
Coffey, John L.	Moore, Lewis W.
Connell, Robert D.	Muffitt, Deiss E.
Connolly, Cornelius F.	Norris, Thomas J.
Festner, F. Julius	O'Connor, John J.
Floersch, Gerard A.	Quinn, Michael A.
Follmann, John C.	Riley, George L.
Goodall, Oswald P.	Rush, Leo J.
Haarmann, Carl F.	Russum, Carl B.
Jamieson, Alexander W.	Shortt, Patrick E.
Jamieson, Thomas	Squires, Harold A.
Kavanagh, Louis D.	Spellman, John J.
Kelly, James F.	Welch, John A.
Kennedy, Thomas S.	Whittaker, Reginald
Kranz, Leslie H.	

## THIRD YEAR HIGH.

Anderson, Chris.	Crawford, William H.
Bamford, Raymond	Foley, Sidney J.
Beveridge, John	Furay, William F.
Birmingham, Hugh J.	Gillespie, Paul B.
Bohan, William J.	Gosselin, Fred. Earl
Burns, Frank M.	Hahn, Frederick
Carmody, Francis S.	Hamilton, Charles
Christie, Arthur J.	Hamilton, Raphael
Coupal, Vital	Harrington, George M.
Cox, Harold M.	Heafey, Morgan J.

Higgins, William P.  
Houlton, John J.  
Kenny, Robert W.  
Kerns, Albert B.  
Kerr, Louis A.  
Larkin, John J.  
Marrin, C. Sylvester  
McAvoy, Preston T.  
McCreary, Howard S.  
McDermott, Raymond  
McMahon, Emmett  
McWhorter, Donald L.  
Mollner, Paul F.  
Moran, John O.  
Murray, Dolor E.  
Nelson, Theodore E.  
O'Leary, Duncan D.  
O'Neil, James A.  
Peters, Edward W.

Peterson, Curtiss J.  
Polski, John L.  
Rance, William G.  
Rourke, David T.  
Rubes, John E.  
Sheehy, Joseph P.  
Sheets, Floyd  
Soat, Raymond F.  
Stuart, Donald L.  
Suber, Charles E.  
Sullivan, Harry T.  
Sullivan, Henry  
Tamisiea, John A.  
Wagner, John N.  
Waldman, Louis F.  
Weinman, Lawrence  
Wells, Chester  
Year, William C.  
Young, Justin J.

## SECOND YEAR HIGH.

Appleby, Charles A.  
Arkfeld, Rupert M.  
Barrett, Lawrence  
Borghoff, Frank A.  
Bullock, Arthur R.  
Burke, Paul A.  
Bushman, Francis J.  
Calder, Charles E.  
Connolly, Earl A.  
Connor, Edward J.  
Choquette, Rene E.  
Dailey, Arthur A.  
Dunphy, Michael F.  
Fennell, Joseph M.  
Fitzgerald, Eugene S.  
Gauvreau, Alfred L.  
Greene, Frank E.  
Gwynn, William

Halpine, John W.  
Hannon, Clifton J.  
Haverly, Norman  
Hermsen, Herman L.  
Jauron, Clovis  
Johnson, Frank A.  
Kelly, John G.  
Lantzsch, Oscar  
Lentz, Carlisle S.  
Lowry, James T.  
Lyons, Raymond  
Maher, William F.  
McCann, Elbert J.  
McDermott, Edward L.  
McDermott, Frank J.  
McKeon, Frank  
Melcher, William H.  
Miller, William D.

Moore, John P.  
Murphy, James B.  
O'Connor, Thomas J.  
O'Keefe, Thomas J.  
Olsen, Rudolf  
O'Neill, James J.  
Parks, George  
Regan, Thomas J.  
Scanlan, John T.

Setchell, Alcie S.  
Sheehan, William C.  
Smith, Richard A.  
Smyth, Bernard A.  
Weppner, Frederick B.  
White, Ambrose  
Wiegand, Frank  
Winters, Leo E.  
Zack, William P.

Selzle, Leo A.

### FIRST YEAR HIGH.

Barstow Richard S.  
Barry, John J.  
Beck, Arthur A.  
Blair, George N.  
Bodine, Mark S.  
Burlington, Fred  
Busch, William J.  
Byrne, Raymond J.  
Cain, Vincent  
Campbell, Flavius J.  
Coady, Cromer C.  
Cochran, William  
Cohan, Samuel  
Connors, Arthur H.  
Cullen, Thurlow D.  
Cushing, Edward W.  
Daland, Henry  
Daland, William F.  
Daugherty, Fred C.  
Dinnen, Thomas P.  
Dolan, Charles L.  
Donovan, James E.  
Doran, Floyd J.  
Doyle, Thomas F.  
Duffy, Gerald  
Duggan, Clement J.  
Dunbar, Thomas E.

English, James T.  
Fenton, Michael F.  
Fisher, Louis  
Fitzgerald, Edward  
Flanagan, Michael J.  
French, Lewis  
Gillespie, Joseph T.  
Golden, Frank B.  
Hansen, August H.  
Hanson, James D.  
Harper, George W.  
Hart, Edward J.  
Hartnett, James C.  
Hayden, Walter C.  
Heinen, Rudolph J.  
Hirons, Joseph  
Hoffman, John  
Hofmann, Emil L.  
Hollinger, Lee D.  
Howard, Maurice C.  
Howard, Mortimer R.  
Ingoldsby, Raymond A.  
Karch, William C.  
Karlowsky, Wenceslaus  
Keane, Thomas F.  
Kiely, Leo L.  
Killmar, Fred

Killmar, John F.	Ormsby, John J.
Koewler, H. Leo	Parks, John T. J.
Kozicki, Andrew	Peacock, George
Lenihan, George	Peck, Fred L.
Lister, Harry	Petersen, Thomas P.
Little, Ralph B.	Quinn, Alvin A.
Lunkley, Clarence E.	Rasmussen, Harry C.
Maguire, Hugh C.	Reeves, Fred E.
Mahoney, Thomas E.	Reilly, Joseph P.
Malloy, Frank J.	Riley, Leo E. A.
Oberreuter, John P.	Rose, Henry F.
Mangan, Clarence J.	Rose, Robert
Matt, Leo H.	Savage, Frank T.
McArdle, George M.	Schall, John S.
McAvin, Charles	Schumacher, Henry T.
McCabe, Joseph E.	Schwertley, Leo E.
McCaffrey, Edward H.	Setchell, John C.
McCaffrey, John C.	Shanahan, John B.
McCord, James	Shulthies, Arthur
McCormick, John P.	Siercks, Ernest P.
McCracken, James E.	Sinclair, Carlisle F.
McCrann, Patrick M.	Smith, Fred K.
McCreary, W. Harry	Smith, George W.
McGuire, Charles F.	Smith, Louis J.
McNally, Clement J.	Stepanek, Stanley J.
McNamara, Daniel	Stillman, Walter M.
McShane, Leo	Stout, Frank
Meyen, Berthold	Sullivan, Anthony J.
Mitchell, Charles R.	Sullivan, Daniel W.
Morgan, Benjamin	Sullivan, Edward
Morrow, George F.	Sullivan, Leo M.
Mullaly, Frank J.	Talbot, Willard E.
Mullery, Edward A.	Traynor, Raymond L.
Murphy, James	Undeland, Edward A.
Murphy, J. Edward	Welch, Frank J.
Nye, Clement D.	Welch, Leo A.
O'Donnell, Raymond W.	Whalen, Edward A.
Offerman, Arthur J.	

## SPECIAL CLASS.

Mayer, Ray J.  
McAvin, James  
McCarthy, Cyril E.  
McDermott, Leo  
McFadden, John J.  
McMullan, Patrick J.  
Morganthaler, Otis P.  
Neble, Louis  
Neble, Ove W.  
O'Leary, Matthew J.  
Overton, Albert E.  
Sullivan, John J.  
Sullivan, Omer  
Weigel, William C. A.

Breen, Leo J.  
Cahill, Robert A.  
Cavanaugh, Arthur T.  
Connolly, James P.  
Connole, Vincent H.  
Deneen, Walter J.  
Edwards, Harold G.  
Fink, Fred W.  
Flanagan, Edward L. M.  
Gallagher, Leo M.  
Kendall, Henry F.  
Kriege, Edward J.  
Langan, Hugh C.  
Lotz, Joseph P.

## CONFERRING OF DEGREES, JUNE 17, 1909.

The Degree of Bachelor of Arts was conferred upon:

Eugene A. Byrne	John G. Jamieson
John P. Byrne	Louis A. Kennedy
Edward L. Cahill	Cornelius Lalley
Hugh F. Gillespie	Thomas W. Lanigan
Joseph J. Gillespie	Thomas S. McShane
Cornelius P. Peacock	

---

## TEACHERS' CERTIFICATES.

The following A. B. men having fully qualified in the Department of Pedagogy, by authority of the State Superintendent of Public Instruction have been granted College First Grade Teachers' Certificates.

Eugene A. Byrne	John G. Jamieson
John P. Byrne	Louis A. Kennedy
Edward L. Cahill	Cornelius Lalley
Hugh F. Gillespie	Thomas W. Lanigan
Joseph J. Gillespie	Thomas S. McShane
Cornelius P. Peacock	

## AWARD OF MEDALS.

Honor Medal, Class of 1909.....	Hugh F. Gillespie
Evidences of Religion Medal.....	Hugh F. Gillespie
Oratorical Medal.....	Thomas W. Lanigan
Sophomore Class Medal.....	John W. Delehan
Freshman Class Medal.....	Thomas S. Donnelly
Fourth Year High Medal.....	F. Julius Festner
Third Year High Medal, Div. A.....	John O. Moras
Third Year High Medal, Div. B.....	Paul F. Mollner
Second Year High Medal, Div. A.....	Francis A. Johnson
Second Year High Medal, Div. B.....	Eugene Fitzgerald
First Year High Medal, Div. A.....	Walter M. Stillman
First Year High Medal, Div. B.....	Clement D. Nyberg
First Year High Medal, Div. C.....	James English
Special Class Medal.....	Omer Sullivan
Elocution, College Department.....	Leo E. Ineichen
Elocution, High School Department, Section I....	Dolor P. Murray
High School Department, Section II.....	James B. Murphy

COMMENCEMENT DAY PROGRAM.

JUNE 17, 1909.

University Chapel (St. John's Church), 9:00 a. m.

Solemn High Mass.

Sermon, Rev. Edward Mallen.

University Auditorium, 10:30 a. m.

Undergraduate Exercises.

Distribution of Medals.

Publication of Prize and Honor Lists.

University Auditorium, 8:15 p. m.

Graduating Exercises, Class of 1909.

Address to Class, Honorable Jacob Fawcett.

### DIRECTORY.

President—Rev. Eugene A. Magevney, S. J., Twenty-fifth and California Streets, Omaha, Neb.

The Dean—Creighton College of Arts, Twenty-fifth and California Streets, Omaha, Neb.

The Dean—Creighton College of Medicine, Fourteenth and Davenport Streets, Omaha, Neb.

The Dean—Creighton College of Law, 210 South Eighteenth Street, Omaha, Neb.

The Dean—Creighton College of Dentistry, 210 South Eighteenth Street, Omaha, Neb.

The Dean—Creighton College of Pharmacy, 1410 Davenport Street, Omaha, Neb.

## INDEX.

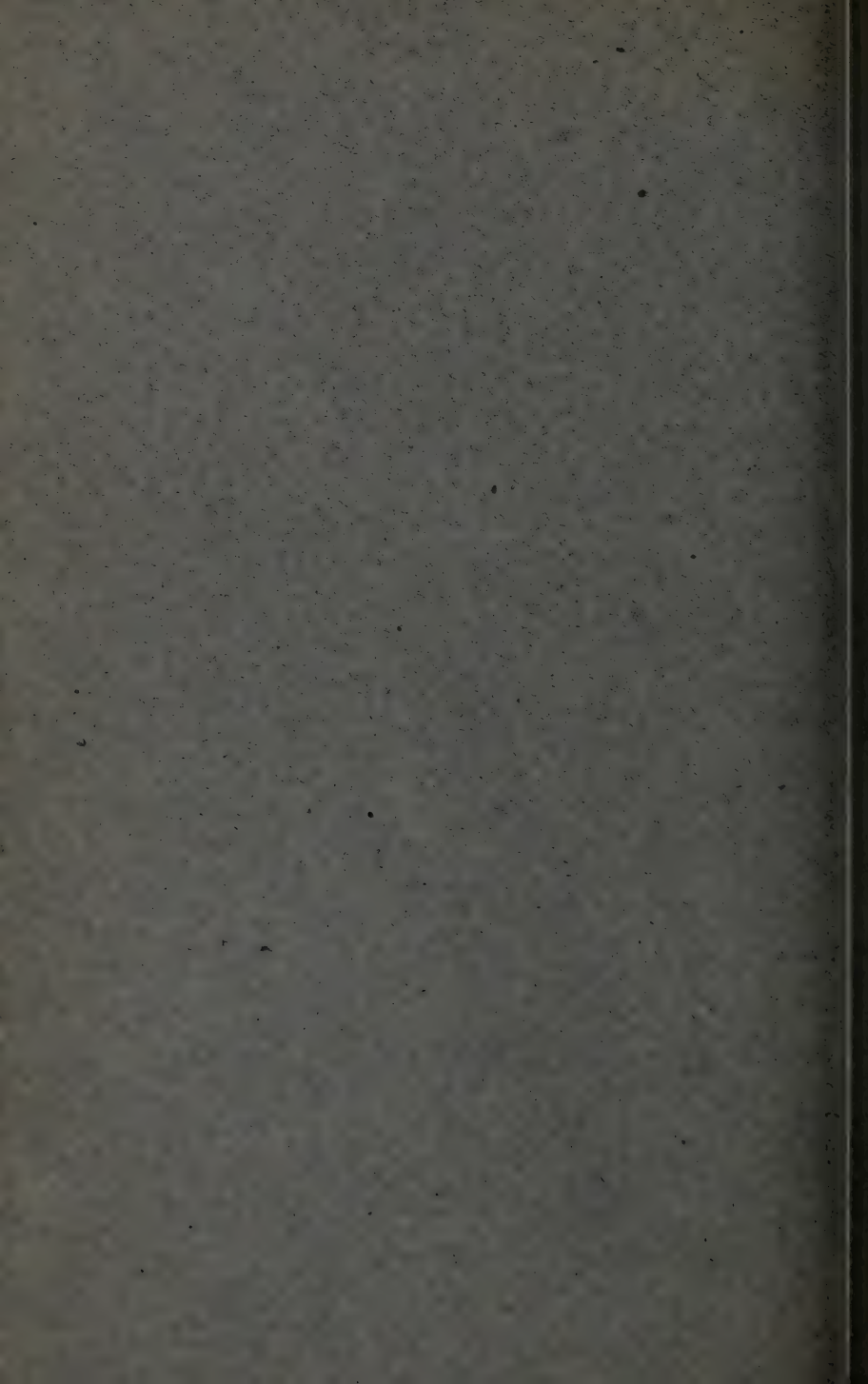
	Page
Calendar .....	3
Officers and Faculty.....	4
History .....	5
General Library.....	8
System of Education.....	9
Expenses .....	14
College Organizations.....	17
College Departments.....	21
Entrance Requirements.....	25
Course of Studies.....	28
The Creighton High School.....	42
Register of Students.....	39, 54
Directory .....	62



UNIVERSITY OF ILLINOIS

---

PRESIDENT'S OFFICE.



C  
6205  
011/12

...The...  
**Creighton University**  
**Bulletin**

Vol. 3.

JULY, 1911

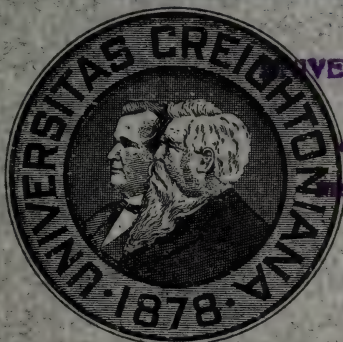
No. 5.

ANNOUNCEMENT

of the

COLLEGE OF ARTS AND SCIENCES

1911-1912



UNIVERSITY OF ILLINOIS  
AUG 1911

PRESIDENT'S OFFICE

Published monthly from March to July by The Creighton University, Omaha, Nebraska. Entered as Second Class matter, March 20, 1909, at the Post Office at Omaha, Nebraska, under the act of July 16, 1894.



UNIVERSITY OF ILLINOIS

---

PRESIDENT'S OFFICE

ANNOUNCEMENT  
OF THE  
College of Arts and Sciences  
1911-1912

## Calendar 1911-1912.

---

### 1911

- August 26—Entrance Examinations.  
August 28—Conditioned Examinations, Latin and English.  
August 29—Conditioned Examinations, Greek and History. . .  
August 30—Conditioned Examinations, Mathematics, Sciences.  
September 5—Registration.  
September 6—Session begins. First Semester.  
September 11—Solemn Mass of the Holy Ghost.  
September 20—Oratorical and Literary Societies reorganize.  
October 20—First Quarterly Examinations.  
Oratorical Papers submitted.  
November 4—November Assembly.  
November 15—President's Day.  
November 30—Thanksgiving Day.  
December 8—Feast of the Immaculate Conception—Sodality Day.  
December 11—Second Quarterly Examinations.  
December 22—December Assembly.  
Christmas Recess Begins.

## 1912

- January     2—Classes resumed.
- January    10—Preliminary Oratorical Contest.
- January    22—Mid-Year Examination of Seniors—Calculus.
- January    30—Mid-Year Examination of Seniors—Philosophy.
- February    1—Second Semester.
- February    7—Founder's Day. Solemn Memorial Exercises in  
                         honor of Edward Creighton and Count John A.  
                         Creighton. Faculty Reunion.
- February   12—Third Quarterly Examinations.
- February   16—Nebraska State Oratorical Contest.
- February   22—Washington's Birthday.
- March       1—March Assembly.
- March       28—Intercollegiate English Contest.
- April        4—Easter Recess begins.
- April       10—Intercollegiate Latin Contest.
- April       29—Fourth Quarterly Examinations.
- May          1—Catechetical Essays submitted.
- May          3—Academic Elocution Contest. . .
- May         15—Repetitions begin. .
- May         15—College Elocution Contest.
- May         27—Annual Examinations of Senior Class, Astronomy.
- May         29—Annual Examinations of Senior Class, Evidences  
                         of Religion.
- June          3—Annual Examinations of Senior Class, Philosophy.
- June         10—Annual Examinations—Undergraduate Department.
- June         20—Commencement Day.

## Officers and Faculty.

---

REV. EUGENE A. MAGEVNEY, S. J.,  
President.

REV. WILLIAM F. DOOLEY, S. J.,  
Vice-President.

REV. JOHN C. KELLY, S. J.,  
Treasurer.

REV. FREDERICK A. MEYER, S. J.,  
Professor of Logic, Psychology, Ethics.

REV. WILLIAM F. RIGGE, S. J.,  
Professor of Calculus, Physics, Astronomy.

DAVID F. HICKEY, S. J.,  
Professor Chemistry, Trigonometry, Surveying.

REV. THOMAS J. CONNERS, S. J.,  
Professor Latin, Greek and English Literature in Sophomore  
Class.

REV. ALBERT R. WISE, S. J.,  
Professor Latin, Greek and English Literature in Freshman  
Class. Professor of Public Speaking.

REV. ARCHIBALD J. TALLMADGE, S. J.,  
Professor of French.

REV. WILLIAM T. KINSELLA, S. J.,  
Librarian.

J. HENRY MURPHY, A. B.,  
Assistant Librarian.

PHILIP E. HORAN, A. M.,  
Registrar.

ALOYSIUS C. KEMPER, S. J.,

WILLIAM J. O'CONNELL, S. J.,  
Vocal and Instrumental Music.

REV. TERENCE H. DEVLIN, S. J.,  
Faculty Director of Athletics.

HENRY MILLER,  
Physical Culture Classes.

# GENERAL STATEMENT.

---

## Organization.

The Creighton College, a free school of Arts and Sciences, constitutes one of the five Departments of The Creighton University, viz.: The Colleges of Arts, Medicine, Law, Dentistry, Pharmacy. The College of Arts and Sciences comprises three distinct departments, viz.; The Graduate and Undergraduate Schools, The School of Pedagogy and Natural Sciences.

## System of Education.

The educational system of Creighton College is substantially that of all colleges of the Society of Jesus throughout the world. Those who desire to make either a scientific or historical study of that system have abundant sources of information in "Loyola" of the Great Educational Series, published by Scribner, and "Jesuit Education," published by Herder.

At a time like the present, when there is a great and growing diversity of opinion regarding the proper scope of education and the relative excellence of opposing systems, when elective studies and specializations are permitted and encouraged beyond measure, it may be well to indicate the principles underlying the course of studies offered to students of The Creighton University. It seems almost self-evident—

*First.* That there are some branches of study absolutely necessary in any scheme of liberal education. Without a knowledge of these, no man can be called educated.

*Second.* That for a finished education there is, in each of the departments of study, a minimum of knowledge essential for a man of culture.

*Third.* That the knowledge of the end should direct the choice of means; that therefore the selection of studies must depend on the end and aim of education.

*Fourth.* That the aim of a truly liberal education is the harmonious development of all the faculties, the careful training of mind and heart, and the formation of character, rather than the actual imparting of knowledge and the specific equipment for a limited sphere of action.

*Fifth.* That all branches of study are not equally serviceable for this mental and moral development; that some contain mind-developing factors and character-building elements which no electivism should replace.

*Sixth.* That precepts, models and practice should keep pace in every well ordered system; that all the branches should be directed to some one definite end. Language lessons in ancient and modern tongues should proceed *pari passu* if the studies are to be co-ordinated and unity maintained.

*Seventh.* That young students are not the proper judges of the studies essential for a systematic and thorough development of their faculties.

*Eighth.* The selection of studies should be permitted to none but those whose minds have already been formed by the studies essential to character-building, and who have themselves practically determined upon their own life-work.

*Ninth.* That religion should not be divorced from education; that morality is impossible without religion and that it is far more important than knowledge for the welfare of the individual and the safety of society. The commonwealth needs good men more than it needs clever men.

*Tenth.* That there is no royal road to knowledge. Placing a name on the register of a college does not make a student; a multiplicity of courses which a student is free to ignore does not make a scholar.

*Eleventh.* That the standing or grade of a college varies directly as the amount of study and acquirements made requisite for a degree.

*Twelfth.* That the education given by a college should be gen-

eral, not special. In this way it lays the foundation for specialties and the independent research appertaining to universities.

*Thirteenth.* That all the studies pursued need not be directly useful in after life.

Guided by these principles, The Creighton University, in the Classical Department, offers a course of studies superior to that of the large universities, though they are more richly endowed and have a larger clientage to draw upon for higher studies. It does not offer many courses or pretend to satisfy every applicant by allowing him to select at will from branches sometimes incompatible and often of secondary importance, thus leaving considerable gaps in the knowledge of essential subjects. It maps out a curriculum which makes obligatory such branches as, in some form, however elementary, are deemed absolutely necessary for a liberal education. It does not promise that the youth who takes this prescribed course will have a specialist's knowledge of any individual branch; nor does it say that he will be wholly educated at the completion of his course; but it does claim that he will have a more harmoniously rounded education and will be intimately acquainted with a greater number of essential branches than by following a collegiate system based on electives and specialties. The course may not suit all comers, it is not intended to meet the wants of all, especially of those who regard electives as the one thing necessary; but it does afford a good, sound, thorough, practical education to persons who are satisfied with the method and principles already enunciated.

It is a decided advantage of the system followed in this College, that the student may begin his early studies in the High School, and then pass on, through the College course, to graduation in the same institution. This secures, besides the moral influence thus gained, a uniform and homogeneous course of teaching and of training. The result of such a course of study is a continuous and normal development of the mental faculties along well-defined lines, and the possession of a clean and coherent system of principles upon which any special or professional courses may afterwards safely rest.

## **Religious Instruction.**

As incomparably the most important element of the education it imparts, the College aims at a moral training of its students such as will make for the right fulfillment of their civil, social and religious duties. There is insistence on the cultivation of the Christian virtues which aid to this fulfillment; and as the only solid basis of virtue and morality, thorough instruction in the principles of religion forms an essential part of the system. . .

Students of any denomination are admitted to Creighton's classes, and all are required to show a respectful demeanor during the ordinary exercises of public prayer. Catholic students, if not excused for good reasons, are required to be present at daily Mass, and are to attend the weekly lectures on the doctrines of the Church, to make an annual retreat, to approach the Sacraments of Penance and Holy Eucharist every month, and if they have not received the Sacraments of Penance, Confirmation or Holy Eucharist, to prepare for their reception. Non-Catholic students are, of course, not bound by these regulations.

## **Examinations and Promotions.**

Semi-annual examinations are held in the Senior year; in all the other classes of the College and High School the examinations are bi-monthly. The final examination covers the work from December.

Promotions to a higher grade are regularly made at the beginning of the academic year; but they will be made at any time when the student's progress justifies them.

## **Class Standing, Awards and Reports.**

Examinations are competitive and are followed by a reading of marks. The percentage obtained by each student is announced and the Honor List is published. Those who make 90 per cent and upwards in the collective branches of the class, merit the distinction of First Honors, and those who gain between 85 and 90 per cent, Second Honors. Reports of the conduct and class standing of students are sent, after each examination, to parents and guardians. At the close of the session a Gold Medal of Excellence is awarded to the

student who has made the highest average percentage in daily work and written examinations throughout the year. The final written examinations for promotion take place in June and an average of 66 2-3 is required for promotion. Students whose total marks in this examination are above the passing average, but who have fallen below 66 2-3 in some studies, will be "conditioned" in those studies and will not be promoted until the condition is removed by a satisfactory examination.

Parents and guardians should observe that absence and tardiness, even when excusable, affect class work and consequently the student's standing and his chances for promotion.

### Special Prizes.

**Inter-Collegiate English Prize.**—A purse of \$100.00 (\$50.00 for the first prize, \$20.00 for the second, \$15.00 for the third, \$10.00 for the fourth and \$5.00 for the fifth) is offered yearly by Mr. D. F. Bremner of Chicago, for excellence in English essay writing. The purse is open to the competition of the Jesuit colleges of the Missouri province, which are:

- St. Louis University, St. Louis, Mo.
- St. Xavier College, Cincinnati, O.
- St. Ignatius College, Chicago, Ill.
- St. Mary's College, St. Marys, Kas.
- The Creighton University, Omaha, Neb.
- Detroit College, Detroit, Mich.
- Marquette University, Milwaukee, Wis.
- St. John's College, Belize, British Honduras.
- St. Ignatius College, Cleveland, O.
- St. John's College, Toledo, O.
- Sacred Heart College, Prairie du Chien, Wis.

**Inter-Collegiate Latin Prize.**—For the best Latin essay from competitors of the same colleges, a gold medal is offered by the Very Rev. Rudolph J. Meyer, S. J., Provincial.

**Catechetical Medal.**—A gold medal is offered annually for the best Catechetical essay.

**Oratorical Medal.**—A gold medal is offered for the best oration. A contest is held annually by members of the Creighton Oratorical Association.

**The Knights of Columbus Medal.**—The Omaha Council No. 652 offers a gold medal each year to the "Honors" student of the Senior Class.

## **Matriculation.**

No candidate for admission will be accepted who does not reside with his parents or immediate relatives, or, if this be impossible, with persons duly approved by the President of the University. Every applicant for admission who is not personally acquainted with some member of the faculty must submit proper testimonials of a good moral character. If he come from another school he will be required to present a certificate of good standing in the institution which he has left. All who desire to enter should be present and ready for work on the day the College opens. The faculty will exercise its judgment in regard to admittance after the opening day, and will admit only in exceptional cases and after an examination in all the work done by the class up to the time when the candidate wishes to enter.

On account of age or peculiar circumstances, exemption from certain studies is sometimes conceded, in which case the scholar is placed "out of course," and is not reckoned a candidate for honors or prizes.

## **Creighton University Dormitory.**

The Creighton University Dormitory is intended for out-of-town students. The large number of such students attending the University and the difficulty of obtaining accommodations favorable to serious study had long caused much concern to the University authorities. With this Dormitory a beginning was made along lines calculated to allay all concern. The Dormitory provides students with board and lodging at reasonable rates and under conditions conducive to earnestness of application to college work. The discipline of the Dormitory is under the direct control of the College officials.

## **Expenses.**

Tuition is entirely free during the seven years of the High School and College Course, which is open to students from any part of the Union.

No ordinary expenses are incurred except the cost of text-books, which is about \$6 a year.

Following the practice of all institutions of learning, to which free colleges like this are not an exception, students of the Natural Sciences are expected to pay for the use of chemical and physical apparatus. The charge is \$10.00 per annum.

The Graduation fee is \$10.00.

Board and lodging in the Creighton University Dormitory can be obtained at from \$18.00 to \$20.00 per month. While the Vice-President, in case the Dormitory be filled, will cheerfully direct students from a distance to find suitable homes at reasonable rates for board and lodging, neither he nor the College authorities will consent to act as guardians, or in any way hold themselves responsible for the conduct of these students, when not actually under College supervision.

## **General Regulations.**

Parents who wish to withdraw their sons before the end of the session are respectfully requested to give notice of their intention to the Vice-President. Should any student leave of his own accord, or be withdrawn without such notice, or without giving satisfactory reasons, he will not be re-admitted.

To meet the known wishes of parents no student will be allowed to leave the College premises at noon recess without permission of the Prefect of Discipline.

Exemption from any of the classes or other exercises of the school must be obtained by parents or guardians. Except in the case of self-supporting students the matter will not be treated of with the students themselves. In case of absence or tardiness a note of excuse from parents or guardians will be exacted.

Any conduct unbecoming the character of a gentleman will be regarded as a violation of the School rules.

Flagrant offenses, such as are detrimental to the reputation of the school, or interfere with the good of other students, are grounds for suspension or for conditional or absolute expulsion.

For faults committed outside of the premises the officers of the College cannot justly be held responsible, as students cease then to be under their jurisdiction; still should any serious charge be fairly substantiated, the offender shall be punished according to the gravity of the offense.

### **Parental Co-Operation.**

The efforts of the teachers and prefects will be much facilitated if the co-operation of the parents can be secured.

Parents are, therefore, earnestly requested:

1st.—To insist upon daily study at home for two or three hours.

2nd.—To notify the Vice-President speedily in case their sons are withdrawn, absent or tardy; also if the quarterly report fails to reach them.

3rd.—To attend to notifications sent by the Vice-President in the case of unexplained absence, or imperfect lessons during a considerable length of time.

4th.—To require and examine the quarterly report, and not to omit inquiry regarding marks which fall below 70.

### **Daily Order.**

The College is open every morning at half past 7 o'clock. Those who come before the time of class proceed at once to the class rooms, and devote the interval to private study. All are required to be present five minutes before half past 8 o'clock, at which hour the Catholic students hear Mass. At 9 o'clock a. m. the regular exercises of class commence, closing at 3 o'clock p. m.

Special arrangements will be necessary in each individual case to excuse late arrival. In the case of younger students the reasons for exemption are to be presented by parents or guardians.

## Holidays.

The following are ordinary holidays:

Every Thursday; all the holy days of obligation; from December 22 to January 2; from Wednesday in Holy Week to Tuesday in Easter Week.

---

## COLLEGE ORGANIZATIONS.

---

### Societies for Religious Culture.

#### 1.—The Sodality of the Immaculate Conception.

The Sodality is an organization of Catholic students who purpose to aim at a more than ordinary degree of earnest and practical Christian virtue. To attain this end the principal means employed is devotion to the Blessed Virgin Mary, Mother of God, by the study and imitation of her virtues, and by practices of piety in her honor; because the Mother of Christ, who was so intimately associated with Him during His earthly life, in the work of redemption, is still close to Him in Heaven and intensely active and powerful for our sanctification.

The purpose of the Sodality, therefore, is not limited to fostering the personal piety of the Associated Members. It aims, furthermore, at instructing them in methods of Christian zeal and charity, and stimulating them to the performance of corresponding good works. The result is to make them at once devout Christians and men of action such as the social needs of the present day demand.

At the weekly meetings the Little Office of the Blessed Virgin is recited, and an appropriate instruction or exhortation is given by the Director, a member of the Faculty.

#### 2.—The Apostleship of Prayer—League of the Sacred Heart.

To encourage devotion to the Sacred Heart and to enable the students to acquire, while at College, the zeal for the interests of

Our Lord, which is so general among the laity of the Catholic Church, the Apostleship of Prayer was established in 1879, and since then few of the students of the University have failed to have their names enrolled as active members.

3.—The St. John Berchmans Sanctuary Society. . .

The object of this society is to consult the beauty and the solemnity of Divine worship by an accurate observance of the liturgic rites and ceremonies, and to afford Sodalists of exemplary deportment the sacred privilege of serving at the altar. The Sanctuary Society was organized in 1884, and has always counted from thirty to forty members.

## **Societies for Oratorical Culture.**

1.—The Creighton Oratorical Association.

As its name implies, the society trains its members to readiness and fluency in speaking before an audience. To this end likewise tends the attention paid to historical study and to composition. Meetings are held on Wednesday evenings and debates alternate with orations, recitations and literary essays. The Association was organized in 1884 and is composed mainly of University Students. In 1899 it was admitted to the Nebraska Collegiate Oratorical Association and during the month of January each year a contest takes place to determine the representative in the Inter-State contest.

2.—The Creighton Literary Society.

Since December, 1899, the members of this society have, by their earnestness in preparing themselves for appearance in public, well realized the purpose of its foundation, which was to secure for the lower classes of the course advantages which the Creighton Oratorical Association insures to the higher.

3.—The Creighton Dramatic Circle.

To further the study of dramatic literature, to improve in elocution, in interpretation, in impersonation and in public speaking, and to insure versatility, polish and self-reliance, the Dramatic Circle was organized in 1899.

## **Societies for Musical Culture.**

### **1.—The Creighton University Orchestra and Band.**

Organized in 1906 to take the place of the Mandolin Orchestra established in 1899.

These organizations, besides offering the members training in instrumental music, enable them to minister to the enjoyment of their fellow students and of their friends at public entertainments.

### **2.—The University Glee Club.**

The object of the Glee Club is similar to the Orchestra in furthering a taste for vocal music. Its existence dates back to 1885.

## **Other Societies.**

### **The Creighton Alumni Association.**

The Alumni Association was organized October 26, 1903. Its object is to preserve and strengthen the ties of fellow feeling and friendship among former students of the College and to afford them an opportunity of showing their attachment to their Alma Mater.

The following are eligible to active membership: (a) Regular Graduates of the School of Arts; (b) Adoptive Alumni; (c) Ex-Students of the Collegiate Department whose classes have graduated.

The honorary members shall consist of those on whom the Association may see fit to confer title.

### **The Creighton University Athletic Association.**

This society was organized for the double purpose of fostering a college spirit and of encouraging healthful bodily exercise among the students. The latter aim is not considered as an end sufficiently worthy in itself, but rather as an aid to earnest application to more serious pursuits. The association has been in existence a number of years, but only during the last six years has it made its presence felt in inter-collegiate contests on the gridiron and the diamond. It is the hope and purpose of the association to further indoor athletics by fitting up in the near future a modern gymnasium with all necessary appurtenances.

The University encourages Athletic Sports in so far as they tend to promote the physical and moral development of the student. Kept within the proper limits they are a source of recreation and healthful exercise and help toward implanting in the character habits of gentlemanly self-repression, which cannot be disregarded in any system of education. The University Officers, however, are keenly alive to the fact that Athletic sports will not be productive of good, when they become a separate and recognized department of the University, with a corps of managers, coaches and trainers, having the sole object of winning in inter-collegiate contests at any cost, by clean methods or foul. Athletics so conducted, are apt to stamp out the manly spirit of generous rivalry which ought to characterize such contests, and be a constant incentive to coarse behavior and brutal tactics. On the same basis of operation university athletic managers, to maintain the prestige which former victories have brought, are, in a certain sense, compelled to resort to means in recruiting their teams which do not fall short of actual, if not technical, professionalism. To keep an influence so deteriorating from exerting an effect upon our students, Athletics are under the immediate control of the Faculty, which uniformly adheres to well-defined regulations in their management. A creditable standing in class is a requisite of eligibility to any of the University teams. Long schedules and trips which necessitate absence from class, are discouraged.

A spacious campus affords the students ample opportunity to enjoy the pleasure of a home ground. It meets all the requirements of College athletics. Beside the gridiron and the ball-field, there are tennis courts and hand-ball alleys. The dimensions of the campus are 420 by 400 feet. The situation of the campus is most convenient, as it lies within easy reach of all the Departments, and the Harney and Cuming street cars pass within a block of the main entrance. Provision is at present being made to erect stands which will accommodate 5,000 spectators.

## COLLEGE DEPARTMENTS.

---

### Post-Graduate Classes.

These classes were first organized in 1903. They meet in the Lecture Halls of the Edward Creighton Institute every Monday, Wednesday and Friday at 8 p. m. from October to May.

Whilst intended primarily for the students of the Medical and Law Departments of the University, the classes are open to all college graduates, advanced and special students and professional gentlemen who may desire an opportunity to review their college work and to make a more thorough and practical study of its fundamental questions after some experience in active life will have made them realize its importance.

The class exercises consist of lectures and discussions on the chief points of logic, psychology, ethics, literature and oratory.

Those who have already attained the degree of A. B. will be eligible to that of A. M. on the conditions of requisite attendance at the lectures, the presentation of an original thesis and an examination satisfactory to the Board of Trustees of the University.

A fee of five dollars, payable in advance, is charged.

The schedule of lectures is announced in September.

### The Department of Physics.

The Department of Physics occupies the entire front of the north wing on the third floor. The lecture room is 26x33 feet and the seats are arranged in tiers. There is every convenience for experimenting with sunlight and with arc and incandescent lamps, with direct and alternating currents supplied by external circuits, with compressed and rarified air, gas, water, and the like.

The cabinet of physical apparatus measures 33x54 feet and is exceptionally well stocked with instruments of all kinds. Besides the ordinary physical equipment there is a triple stereopticon with every attachment, prism and grating spectroscopes, a binocular micro-

scope with ten objectives, an elaborate outfit and a large classified list of prepared objects, an electric gyroscope, a motor generator, a mercury arc rectifier, a very large induction coil, and a fine display of Geissler tubes.

### Department of Chemistry.

The Department of Chemistry is located on the second floor in the main building, and occupies a space of 51x60 feet. In the lecture room the seats are arranged in tiers. The table commands every facility, and a large fume chamber is close at hand. The supply of chemicals is very complete, and there is also a dark room for photographic work. The laboratory accommodates sixty students, each of whom has direct access from his own locker to gas, water and drainage.

### The Astronomical Observatory.

WM. F. RIGGE, S. J., Director.

*Building.* The Observatory consists of an equatorial room 14½ feet in diameter, capped by a hemispherical dome, and a transit room 15x16 feet, connected by a short passage. The material is pressed brick trimmed with stone.

*Location.* The Observatory is situated about 250 feet north of the main entrance of the college, and on the termination of the spur of a hill from which there is an abrupt descent in all directions except south. The transit is in longitude 6 h. 23 min. 46.96 s. west of Greenwich, and in latitude 41 degrees, 16 minutes, 5.6 seconds north, and its axis is 1,129 feet or 344 meters above sea level, and 167 feet above the city datum plane or the lowest water of the Missouri river at this place. The transit commands the entire meridian, and the equatorial the entire sky except a portion between the south and southwest.

The location of the Observatory was determined as well by private observations of stars, as by connection with a primary station of the United States Coast and Geodetic Survey about a half a mile distant. On August 5, 6, 7, 1887, a formal exchange of longitude signals took place between The Creighton Observatory and the Naval Observatory in Washington, D. C. And on April 25 and 30

and May 3, 1900, the Observatory of the University of Nebraska at Lincoln obtained its longitude from Creighton Observatory by an exchange of telephonic clock signals.

*Equipment.* A Steward five-inch equatorial telescope is provided with divided circles, a driving clock and a Steinheil grating spectroscope.

A Fauth three-inch transit is equipped with right ascension and declination micrometers and a divided circle read by micrometer microscopes to the tenth of a second.

A modified two-inch Steward altazimuth carries a double eyepiece micrometer and a zenith level.

A vault with triple walls contains a Howard mean time and a Fauth sidereal clock.

There are also a Fauth chronograph, a Heinrich chronometer, a sextant, a double-mirror heliostat, Baley's astral lantern, fifteen-inch Joslin globes, a variety of eyepieces and other attachments.

The building is lighted by sixteen-candle-power electric lamps, and the instruments by one-candlepower-lamps. For many years the chronograph received daily the Washington clock signals.

*Foundation.* The equatorial was purchased in 1884 and permanently mounted in 1886. The transit was set up in 1887, and the clock vault built in 1889.

*Object.* The Observatory was erected for a double purpose. First, for the instruction of students. Besides the regular students in the college course of astronomy, there have been special and advanced ones, mostly during the vacation months.

Secondly, to subserve the zeal of its directors. This has depended upon their own inclinations and the time they could spare from other duties. In following this inclination the directors have given their attention to the observation of occasional phenomena and to writing for the standard Astronomical Journals and for several popular magazines.

*Recognition.* The Observatory was first noticed in the report of the Smithsonian Institute of 1885, then in those of 1886 and

1888, and was placed upon its official list of the world's observatories in 1902. It is described in the Congressional record of the 56th Congress, first session, by Hon. W. E. Chandler in his speech of April 11, 1900. It is listed in *Popular Astronomy* No. 75, and in the *Revue des Questions Scientifiques* in 1906. And finally it appears in *Les Observatoires Astronomiques* and *les Astronomes* issued by the *Observatoire Royal de Belgique* in 1907.

---

## School of Pedagogy.

### UNIVERSITY TEACHERS' CERTIFICATE.

The purpose of this course is to give such special training for the teaching profession as will entitle the recipient of the bachelor's degree in the Arts course to be accredited as a qualified teacher within the meaning of the school law of Nebraska.

The conditions for entrance are the same as for the College of Arts. The course embraces, besides the branches taught in that department, the special studies required by law for teachers; such as the theory and art of teaching, the history of education, methods of instruction, school supervision, etc.

The University Teachers' Certificate is granted to graduates of the College who have satisfactorily completed this special course as outlined below, in virtue of the recognition of The Creighton University by the State Superintendent of Public Instruction "as an institution duly incorporated under the laws of the State of Nebraska, and having an equivalent of the courses in the University of Nebraska for the degrees of Bachelor of Arts and Bachelor of Science. It is, therefore, authorized to issue certificates to such graduates as have completed the course of special training and instruction of teachers, said course being an equivalent of the course prescribed by the regents and faculty of the University of Nebraska for the special training and instruction of teachers, and such graduates shall be accredited as qualified teachers within the meaning of the school laws of the State, having equal privilege upon equal conditions with graduates from any and all other educational institutions within the State under the school laws thereof."

## REQUIREMENTS.

1st.—General knowledge. The candidate must hold the Bachelor's or the Master's degree from this University.

2d.—Special knowledge. The completion of work amounting to at least forty hours divided between two or three subjects which the student expects to teach, the ultimate decision as to the student's proficiency resting with the Professors concerned.

3d.—Professional knowledge. The completion of fifteen hours in the History and Science of Education, Educational Psychology and Educational Theory and Practice.

## LECTURES IN PEDAGOGICAL DEPARTMENTS.

Rev. Eugene A. Magevney, S. J.

Rev. William F. Dooley, S. J.

Rev. Frederick A. Meyer, S. J.

---

## Acknowledgments.

### DONORS OF GOLD MEDALS.

Knights of Columbus, Omaha Council No. 652.

Very Reverend J. Jeannette.

Reverend P. A. McGovern.

Reverend J. Aherne.

Reverend D. P. Harrington.

Reverend P. J. Judge.

Hon. M. F. Harrington.

Mr. T. J. Mahoney.

Mr. Tom J. McShane.

Mr. Frank Hamilton.

## **The College of Liberal Arts.**

The College course extends through four years and embraces instruction in the departments of Philosophy, Language, Literature, History, Science and Mathematics. The aim of the course is to give the student a complete liberal education, which will train and develop all powers of the mind, and will cultivate no one faculty to an exaggerated degree at the expense of the others. The college ideal is not to foster specialization, but to cultivate the mind, to build up and strengthen true character, and to impart that accuracy of thought and reasoning and that breadth of view which must ever be the foundation as well of more advanced scholarship as of eminence in the professions or other stations in life.

To attain this end, the studies prescribed in this course and leading up to the degree of Bachelor of Arts are regarded as fundamental and essential in a liberal education and therefore are not left to the student's option. It is especially to be noted that practically all the studies in the Freshman and Sophomore years are prescribed. Only in the Junior and Senior years do some of the studies become elective.

### **DEGREES.**

The degree of Bachelor of Arts is conferred on graduation upon those students who have satisfactorily completed the four-year course outlined in this Bulletin.

The degree of Bachelor of Science is conferred on graduation upon those students who have satisfactorily completed the four-year course outlined herein, with the exception of Latin or Greek or both. In place of these studies candidates for this degree shall have to take one modern language for two years, and a group of subjects from the Natural Sciences and Mathematics assigned by the Dean of the College.

## Requirements for Admission.

1. All applicants for admission to the Creighton College of Liberal Arts must give satisfactory evidence of good moral character.

2. Candidates who have satisfactorily completed the course prescribed by the Creighton University High School will be admitted without examination.

3. Graduates from other Academies or High Schools will be admitted without examination, if they present evidence that they have completed the work required by the course of the Creighton University High School as set forth in this Bulletin, or its equivalent.

4. All other applicants for admission, who wish to enter as candidates for the Bachelor of Arts degree, will be required to pass a satisfactory examination in the following subjects:

### LATIN.

Authors: Caesar's Gallic War, four books; Nepos's Lives may be taken in place of two books of Caesar; Cicero's orations against Cataline and for Archias; Cicero's De Senectute and Sallust's Calpurnia or Jugurthine War may be taken as substitutes for three of the above orations. Virgil, four books of the Aeneid or their equivalent from the Eclogues, Georgics and Ovid's Metamorphoses.

Grammar and Composition: The examination in Grammar and Composition will require a thorough knowledge of the entire Latin grammar, together with such facility in writing Latin prose as is acquired by one who satisfactorily completes the course of exercises prescribed by the Creighton University High School. This course is based on Arnold's Latin Composition, for which see course of the High School as outlined in this Bulletin.

### GREEK.

Authors: Xenophon's Anabasis, four books, or their equivalent; Homer's Iliad or Odyssey, one book.

Grammar and Composition: The examination in Grammar will require a thorough knowledge of Etymology, of the syntax of cases, the rules of concord and propositions. The theme will be

based on Xenophon and will test the candidate's ability to translate into Greek simple sentences with special references to the use of forms, particularly of the irregular verb, and the common rules of syntax.

### ENGLISH.

Texts prescribed for reading and study: Two plays of Shakespeare, Burke's *Conciliation with the Colonies or American Taxation*; Irving's *Sketch Book*; one essay of Macauley; Scott's *Lady of the Lake*; Goldsmith's *Deserted Village*; Tennyson's *The Passing of Arthur*; Lowell's *Vision of Sir Launfal*; Coleridge's *Ancient Mariner*.

The applicant should make himself familiar with the character, the plot, incidents and characteristic diction of each work. Equivalents will be accepted. . .

Rhetoric and Composition: The applicant will be examined on the principles of Rhetoric as set forth in Thorndike's *Elements of Rhetoric*, or in a work of equal standing. The Composition will test the candidate's ability to write clear idiomatic English. The subject will be taken from his experience and observation, or from the books he presents for examination. The spelling and punctuation must be correct, the sentences well constructed. The writer must show discrimination in the choice of words and ability to construct well ordered paragraphs.

### MATHEMATICS.

Algebra to Indeterminate Equations, included. Plane and Solid Geometry. Plane Trigonometry. . .

### HISTORY.

Oriental and Greek History; Roman History to the Fifth century, A. D.; History of the United States; Modern History. . .

### CIVICS.

Macy's *Lessons in Civil Government*.

# COURSE OF STUDIES.

## The College.

### LATIN.

Freshman Class—Five periods of 60 minutes each.

Precepts: A thorough review of Latin prosody and versification.

Authors: (First Term) Horace, *Ars Poetica*; Virgil, *Aeneid*, books VI and XII; Livy, books I and XXI.

(Second Term) Livy, books XXI and XXII; Horace, *Select Odes*.

Sight Reading: Selections from *Christian Hymnology*; Livy.

Practice: (Both Terms) *Bradley's Aids to Writing Latin Prose*, Part I, and selections from Part II to Exercise 60.—Two themes a week.—A theme in imitation of the prose authors studied about every fortnight.

Memory: From the authors read in class.

Sophomore Class—Five periods of 60 minutes each.

Authors: (First Term) Cicero, *Pro Lege Manilia*; Horace, *Select Odes and Epodes*.

(Second Term) Horace, *Epistles and Satires*; Cicero, *Pro Ligario*; Tacitus, *Agricola*.

Sight Reading: Selections from the authors assigned above; Tacitus, *Germania*; Selections from the Latin Fathers.

Practice: (Both Terms) *Bradley's Aids*, selections from Part II, from exercises 50 to the end of the book.—Two themes a week.—One composition every fortnight in imitation of the authors studied.—Off-hand translation from English into Latin.

Memory: Select passages from the authors read.

Junior Class—Three hours.

Authors: (First Term) Cicero, *Questiones Tusculanae*; Plautus, *Duo Captivi*; *History of Latin Literature*, Mackail for reference; *Essays in Latin*, *Bradley's Aids*.

(Second Term) Cicero, *Questiones Tusculanae*, continued; Pliny, *Letters*; Juvenal, *Selections*; *Selections from the Latin Fathers*; *Essays in Latin*.

## GREEK.

Freshman Class—Five periods.

Precepts: (First Term) The syntax of the verb repeated; general rules of quantity in connection with the author; the Homeric dialect; a brief sketch of Greek Epic and Lyric Poetry. Jebb's *Classical Greek Poetry*.

(Second Term) The precepts of the first term thoroughly repeated.

Authors: (Both Terms) Plato, *Apology* and *Crito*; Homer, *Odyssey*, selections from books V to XII; Lyrics selected from the various Greek poets, Sappho, Simonides of Ceos, Pindar, Meleager.

Sight Reading: (Both Terms) The New Testament or selections from the authors read in class.

Practice: (Both Terms) A written theme once a week, based on the authors studied and illustrating the syntax of Attic Greek; or Kaegi-Kleist *Exercise Book II*, Nos. 52-66.

Sophomore Class—Five periods.

Authors: (First Term) Homer, *Iliad*, select passages; structure of the poem. Demosthenes' *Philippic I* or *III*. Analysis of one *Philippic* to be seen in detail.

(Second Term) Demosthenes on the Crown with detailed analysis; Sophocles, *Antigone*, and *Oedipus Tyrannus*.

Sight Reading: (Both Terms) The New Testament, St. Chrysostom, or St. Basil.

Practice: (Both Terms) Easy themes built on sentences in the text, once a week. Frequent written reviews.

Junior Year—Three periods.

Authors: (Both Terms) Plato, *Phaedo* with detailed analysis; Keep's *Stories from Herodotus*; Aeschylus, *Prometheus Bound*.

## ENGLISH.

### Freshman Class—Five periods.

Precepts: Literary Aesthetics; Theory of the Beautiful, of the Sublime; Taste; Imagination; Theory of Literature. Poetics: Nature and kinds of poetry; elements of poetic substance and form; characteristics of Lyric and Epic Poetry. Fiction: Constructive principles of story-writing; elements of Fiction,—plot character, situation; purpose; Realism and Romanticism in Fiction; Development of the English Novel.

Text-book: Coppen's Introduction, with Professor's Notes.

Texts for Study: Newman's Lecture on Literature and Essay on Aristotle's Poetics; Selections from Newman, Ruskin, De Quincey, Milton, Coleridge, Wordsworth, Keats, Tennyson, De Vere.

History of English Literature and Criticism: Anglo-Saxon, Semi-Saxon, Old English and Middle English Periods; The Elizabethan Age; The Transition Period; The Classical Age.

Text-book: Jenkin's Handbook of English Literature.

Practice: One composition a week on subjects chiefly literary.

### Sophomore Class—Five periods.

Precepts: Oratory; Nature and types of oratory; division of the oration; style in public speaking; methods of oratorical composition; principles of argumentation.

Text-book: Coppens's Art of Oratorical Composition.

History: Principles of historical composition; ethical requirements of history; representative English and American historians.

Texts for Study: Burke's speech on American Taxation and Address to the Electors of Bristol; Webster's Reply to Hayne and speech in the Knapp Trial; Commemorative Address on Adams and Jefferson; Newman's Second Spring.

History of English Literature and Criticism: The Romantic School of the Nineteenth Century; American Literature.

Text-book: Jenkin's Handbook of English Literature.

Practice: One composition a week. Analysis and criticism of speeches.

### Junior Class—Four periods.

Precepts: The Drama; Laws and Technique; Theory of the Tragic; of the Comic.

Texts for Study: Shakespeare's Plays; Interpretation, critical and comparative study.

Practice: One composition a week. Essays, critical and philosophical.

### Senior Class—Four periods.

Precepts: Theory of expository writing; the critical and philosophical essay; stylistic and structural requirements; historical developments of the English essay.

Texts for Study: Essays of Macauley, Newman, Brownson, Archbishop Spalding. Analysis and comparative study of essays, with the emphasis laid on substance and structural organization.

Practice: One composition a week. Subjects chiefly critical and philosophical.

## PRACTICAL ORATORY AND DEBATING.

Two hours a week for nine months, besides special conferences and help given to individuals by the Professor.

The object of this course is to train the students of the Collegiate Department to readiness and fluency in speaking before an audience. To this end it is conducted according to strict parliamentary practice as is usual in debating societies. The literary and oratorical exercises are always under the direct supervision of a member of the Faculty. They are as follows:

1. Declamation and Elocutionary Reading of extracts from the classic drama or from model orations.

2. Criticism and discussion of interpretation and delivery by the Instructor, or by critics chosen from among the more advanced members.

3. Composition and reading of stories, poems, and essays, historical, critical or personal. Careful preparation by means of

extensive reading and of consultation with the Instructor is prescribed for this exercise.

4. Set orations illustrative of the precepts for oratorical composition, on topics suited to the speaker and his hearers and written and delivered with a view to producing in the audience actually present the desired effect of convincing or of persuading to action.

5. Extempore speaking on questions discussed, or on matters of business proposed in joint session or transacted by committee.

6. The theory and practice of Parliamentary Law in deliberative assemblies. This constitutes the object of the vigilance of the chairman and of students chosen for this purpose. Extraordinary sessions, too, are called for the explicit and exclusive study of parliamentary practice.

7. Debates. The amount of time devoted to regular debates, the supervision exercised in the choice of questions, the assistance rendered in the preparation of argument, make this exercise the most profitable of all undertaken. Questions of interest of a political or historical or economic nature, prepared by a special committee, afford an opportunity to all the students to engage in general discussion.

8. Lectures. From time to time lectures and conferences are given by the Instructor or by other members of the Faculty on subjects and on methods of study of practical value.

## MATHEMATICS.

Freshman Class—Three periods.

(First Term) Wentworth's Complete Algebra, Chapter 22 to the end of the book.

(Second Term) Wentworth's Analytical Geometry,—the first four chapters and supplementary propositions.

Sophomore Class—Three periods.

(First Term) Analytical Geometry from the Parabola to the end of the book.

(Second Term) Calculus. (Murray's Calculus.)

Junior Class—Two periods.

(Both Terms) Calculus continued and finished.

### ASTRONOMY.

Senior Class—Two periods.

(Both Terms) Young's General Astronomy.

### HISTORY.

Freshman Class—Three periods.

(Both Terms) Guggenberger's History of the Christian Era,  
Vol. II.

Sophomore Class—Three periods.

(Both Terms) Guggenberger's History of the Christian Era,  
Vol. III.

Junior Class—One period.

(Both Terms) Turner's History of Philosophy.

Senior Class—One period.

(Both Terms) Turner's History of Philosophy.

### CHEMISTRY.

Sophomore Class—Five periods.

(Both Terms) Alexander Smith's General Chemistry for Colleges. Lecture with experimental demonstration, three periods; laboratory work, two periods. One period of laboratory work stands for two hours.

### PHYSICS.

Freshman Class—Four periods.

(Both Terms) Millikan's Short University Course in Physics.

### PHILOSOPHY.

Junior Class—Eight periods.

Course I. Logic—Five hours a week for half a year.

## (a) Minor Logic or Dialectics.

The nature of simple apprehension.—Division of ideas.—Judgment and propositions.—Reasoning.—The Categorical syllogism and its rules.—The hypothetical syllogism.—Other species of arguments.—Indirect reasonings.—Sophisms.—Philosophic discussion.

## (b) Major or Critical Logic.

The nature of certainty and its elements.—The fact of certainty as opposed to skepticism.—The means of certainty in the senses, in the intellect, in authority, and in common sense.—Objective evidence the ultimate criterion of certainty.

Course II. Mental Philosophy—Five hours a week for half a year.

## (a) General Metaphysics.

The nature of being; its concept and analogy; essence and existence, possible being.—The first principle derived from being.—The attributes of being; unity, truth, goodness, substance and accident, cause and effect.—The chief perfections of being.—The infinite, the necessary.—Order and beauty.

## (b) Cosmology.

The origin, purpose, and perfection of the world.—The laws of nature and miracles.—Constitution of bodies; theories; ancient and modern.

Course III. Psychology—Three hours a week for one year.

The existence of God.—On atheism.—The essence of God, His infinite perfection.—On pantheism.—The immortality, immensity, eternity of God.—The knowledge, will, and power of God.—Divine Providence.

Senior Class—Five periods.

Moral Philosophy.

## (a) General Principles.

The ultimate end of man.—The use of the present life.—The morality of human acts.—The essence of morality.—Accountability for moral acts. Circumstances lessening accountability.—The passions.—Virtues and vices.

Law in general.—The eternal law.—The natural law.—Positive law.—Conscience.—Sanction of the moral law.

(b) Special Applications.

I. Individual Rights and Duties.

(A) Duties to God; faith, adoration, love.

(B) Duties to ourselves.—Suicide immoral.

(C) Duties to other men. (a) Justice and charity.—(b)

Duties regarding the minds and wills of others.—Lying.—(c) Duties regarding the lives of others.—Homicide; Self-defense.—(d) Duties regarding honor.—Duelling.

(D) Rights of ownership. Communism.—Validity of titles to ownership.—Ways of acquiring property.—Transfer of property by contract.—Wage of laborers.

II. Social Rights and Duties.

Society in general.—The family.—Divine institution and necessity, unity, and indissolubility of marriage.—Parental authority.—Education.—Master and servant.—Slavery.

III. Civil Society.

(a) Nature and origin.—The end of civil government.—The units composing civil society.—Civil authority.—The different forms of government.—Duties and rights of the government regarding moral and intellectual welfare.—Material prosperity.—Public morality.—Religious liberty.—Liberty of the press.—The social problem.

(b) Functions of the civil government.—Legislative; the judiciary, the executive. Objects of punishment.—Capital punishment.—Other penalties.—Duties of civil officers.

(c) International law.—The equal natural rights of nations.—Intervention.—Concordats.—War and arbitration.

### TEXT-BOOKS.

Logic and Metaphysics.—Russo's *Summa Philosophica*. For reference, Hill, Stonyhurst Series, Poland, Coppens.

Ethics.—Jouins's *Elements Philosophiae Moralis*. For reference, Russo, Hill, Coppens, Poland, Stonyhurst Series. Liberatore's *Political Economy*.

## EVIDENCES OF RELIGION.

Freshman Class—Two periods.

The Church as a Means of Salvation; The Last Things; The Christian's Duties Towards God, etc., Wilmers's Hand-Book of the Christian Religion, pages 379 to 493, omitting pages 399 to 422.

Sophomore Class—Two periods.

Grace The Sacraments, etc., Wilmers's Hand-Book of the Christian Religion, pages 279 to 379.

Junior Class—Two periods.

The Creation of the World; The Various Grades of Creation, etc., Wilmers's Hand-Book of the Christian Religion, pages 200 to 279; and Christianity a Revealed Religion, etc., pages 1 to 77.

Senior Class—Two periods.

The Basis of Morality; Law as the Objective Norm of Human Actions, etc., Wilmers's Hand-Book of the Christian Religion, pages 399 to 421; The Constitution of the Church, etc., Wilmers's, pages 77 to 200.

## REQUIRED STUDIES.

In the first two years of the college course, all the studies mentioned in the schedule are prescribed, except Mathematics (Analytical Geometry and Calculus).

In the Junior year the prescribed studies are: English, Logic, Metaphysics, Psychology and Evidences of Christianity; a total of fourteen hours.

In the Senior year the required studies are: English, Theodicy, Ethics and Evidences of Christianity; a total of eleven hours.

## ELECTIVES.

Eight hours a week in the Junior and eleven hours a week in the Senior year must be devoted to electives. These are to be taken from the following list, with the approval of the Dean of the College:

Mathematics (Analytical Geometry).

Mathematics (Calculus).

Astronomy.

Political Economy.

History of Philosophy.

Greek (Junior Year only).

German, French.

Latin (Junior Year only).

Pedagogy.

Geology.

Chemistry (analytical).

Chemistry (organic).

Biology.

Physics.

Public Speaking.

Descriptive Geometry and Mechanical Drawing, etc., etc.

The course outlined above for the Degree of Bachelor of Arts will not go into effect until September, 1912.

# **The Creighton High School.**

# THE CREIGHTON HIGH SCHOOL

## Preparatory Department to College.

---

### Officers and Faculty.

REV. EUGENE A. MAGEVNEY, S. J.,  
President.

REV. WILLIAM F. DOOLEY, S. J.,  
Principal.

REV. JOHN C. KELLY, S. J.,  
Treasurer.

---

REV. P. BURKE, S. J.,  
Chaplain.

REV. ISAAC H. BOSSETT, S. J.,  
ALOYSIUS C. KEMPER, S. J.,  
Instructors (Fourth Year).

REV. ARCHIBALD J. TALLMADGE, S. J.,  
WILLIAM D. TIERNEY, S. J.,  
Instructors (Third Year).

REV. TERENCE H. DEVLIN, S. J.,  
JOSEPH M. KROEGER, S. J.,  
Instructors (Second Year).

LAWRENCE T. MEYER, S. J.,  
FRANCIS P. MATTHEWS, A. M.,  
JOHN W. DELEHANT, A. M.,  
Instructors (First Year).

REV. GREGORY J. O'KELLY, S. J.,  
Instructor (Special Class).

REV. THOMAS J. CONNERS, S. J.,  
Instructor in Christian Doctrine.

PHILIP E. HORAN, A. M.,  
Instructor in Algebra and Roman History.

REV. FREDERICK A. MEYER, S. J.,  
ALOYSIUS C. KEMPER, S. J.,  
JOSEPH M. KROEGER, S. J.,  
Instructors in Modern Languages.

WILLIAM J. O'CONNELL, S. J.,  
Instructor in Instrumental Music.

## Creighton High School.

The instruction given at the Creighton High School, besides being a preparation for college, aims at imparting an education such as is usually given in the best High Schools and Academies. It comprises four classes, corresponding to the four years' classical course of approved High School.

As it is one of the main ends of education to develop in the youthful mind the habit of clear and accurate thinking, much attention is given, the first year or two, to the analysis and synthesis of sentences, and in general, to the story of grammatical rules and principles. This is all the more insisted upon because a thorough knowledge of Etymology and Syntax is the only sound basis for the more advanced work of reading and literary interpretation. For the same reasons, authors are studied with much care and minuteness, with a view to thoroughness rather than to extensive reading in the Latin and Greek authors. A little well thought out is more effective towards true education than a great deal that is ill-digested and imperfectly understood.

Much more stress is laid on the subject of Latin composition than is usual in High Schools, for the reason that the value of the study of Latin, as an educational instrument, rests in no small measure on the work of composition. The reading of Latin, as it is usually practiced, requires comparatively little mental effort; but translation from English into Latin forces thought and reflection. There is scarcely an intellectual process which the young student has to go through that requires more reflection and alertness of mind, a more concentrated attention and a clearer insight into the precise meaning of language than the task of "reproducing in an ancient tongue the thoughts and sentences of modern speech." If Latin deserves to be retained as an instrument of training, Latin composition deserves to be studied well.

In Mathematics, Physical Science, and other studies, the programme here set down follows the usual division of subjects in approved High School courses. The course in English is particularly thorough and complete. Gradual and harmonious develop-

ment on a systematic basis has even been the aim in the selection and gradation of all these studies.

Besides the regular course-classes there is a Special Latin and Greek Class maintained to enable High School students, who have not taken Latin or Greek, to repair that deficiency. For entrance to this Special Class it is required that a student shall have made at least one year of High School studies. In this class double time is given to the study of Latin and Greek, and as soon as a student has graded up in Latin and Greek to the standing of the Class for which he is certified in English, History and Mathematics he will be at once transferred to that class.

This class is also open for Greek to students who have qualified for Freshman Class in Creighton College in all requirements except Greek.

### **Requirements for Admission.**

1. All applicants for admission must give satisfactory evidence of good moral character.
2. Candidates who have successfully completed the eighth grade in a parochial or public school will be admitted without examination.
3. All other candidates for admission must pass a satisfactory examination in the following subjects:

#### **ENGLISH.**

Grammar: Parts of speech; cases; tenses; voice, active and passive; classification of sentences; parsing; analysis of complex sentences.

Composition: A short letter or narrative to test the candidate's ability to write grammatical English.

#### **ARITHMETIC.**

Fractions, common and decimal; denominate numbers; measurements; percentage, including commission, stocks and bonds, simple and compound interest, discount; ratio and proportion; square and cube roots.

## HISTORY.

Principal epochs and events of the history of the United States; some knowledge of the chief actors in these events; causes and results of great movements and wars.

## GEOGRAPHY.

Division of the world into continents; political division of the continents; form of government of each country, its chief cities, its great rivers and products, etc.

---

## Schedule of Studies.

### LATIN.

First Year—Ten periods of 60 minutes each.

Precepts: (First and Second Terms) Etymology; rules of concord of noun, adjective, relative, and verb. Bennett's Grammar.

Practice: Short exercises and daily oral drill. The exercises are arranged by the instructor.

Author: (Second Term) Viri Romae.

Memory: Pupils are required to learn by heart about ten vocables a day. These vocables are used in the daily oral and written exercises.

Second Year—Five periods of 60 minutes each.

Precepts: (First Term) First year matter reviewed, including exceptions; irregular, defective and impersonal verbs; adverbs and prepositions.

(Second Term) Chief rules for cases. Also the grammatical notes in Arnold to No. 177.

Authors: (First Term) Viri Romae and Nepos' Lives.

(Second Term) Nepos' Lives.

Sight Reading: (Both Terms) Parts of authors not seen thoroughly.

Practice: (Both Terms) Arnold's Latin Prose Composition from the beginning of the book to No. 177; also supplementary exercises, No. 541.

Memory: (Both Terms) Important verbs with their principal parts as given in Bennett, No. 120, etc., eight or ten a day.

Third year—Five periods of 60 minutes each.

Precepts: (First Term) Review of the syntax of nouns; syntax of adjectives and pronouns.

(Second Term) Syntax of verbs.

Authors: (First Term) Caesar, *de Bello Gallico*.

(Second Term) Caesar, *de Bello Gallico*, and Cicero's Letters.

Sight Reading: (Both Terms) Parts of authors not read thoroughly.

Practice: (Both Terms) Bradley's Arnold, from number 177 to number 382.

Fourth Year—Five periods of 60 minutes each.

Precepts: (First Term) Review of syntax of nouns, adjectives, pronouns, and verbs to the moods.

(Second Term) Review of the rest of syntax; word-order, sentence-structure, and style; Julian Calendar, Prosody.

Authors: (First Term) Cicero, *In Catilinam* I, III, *pro Archia*; Ovid's *Metamorphoses*.

(Second Term) Virgil's *Eclogues*; *Aeneid*, books I, II.

Sight Reading: Selections from Virgil's *Eclogues*, *Georgics*, or *Aeneid*.

Practice: (Both Terms) Bradley's Arnold, from number 382 to end of book. Review of the more difficult exercises. Translation of connected discourse.

Memory: A few lines from author daily.

## GREEK.

Second Year—Five periods.

Precepts: (Both Terms) Declension of nouns, regular and irregular; adjectives; the regular verb. Kaegi-Kleist's *Grammar*, Nos. 1 to 80.

Practice: Two themes a week; frequent written class exercises; a written review once a week.

Memory: Six or eight words daily.

Third Year—Five periods.

Precepts: (First Term) The regular verb repeated; contract verbs; pure, mute, and liquid verbs. Kaegi-Kleist Nos. 80-98.

(Second Term) Verbs in *mi*; irregular verbs, Nos. 90 to 112 inclusive; syntax to cases, Nos. 114 to 131.

Authors: (First Term) White's First Greek Book.

(Second Term) Xenophon's Anabasis, books I and II.

Practice: (Both Terms) A theme twice a week. Frequent written class exercises.

Memory: Word-list from the Grammar and the author.

Fourth Year—Five periods.

Precepts: (First Term) Syntax of cases; prepositions; tenses; moods, Nos. 131 to 176.

(Second Term) Moods, clauses, verbal nouns and adjectives; particles, Nos. 176 to 208.

Authors: (First Term) Xenophon's Anabasis, books III and IV.

(Second Term) Homer's Odyssey, book I.

Sight Reading: Xenophon's Anabasis or Cyropoedia.

Practice: (Both Terms) Two themes a week, built on the words and sentences of Xenophon, and illustrating the rules of syntax.

## ENGLISH.

First Year—Five periods.

Precepts and Practice: Analysis and sentence-building, punctuation and occasional practice in letter-writing.

Text-Books: McNichol's Fundamental English and Ryan's Studies in Irving.

Texts for Study: Irving, *The Sketch Book*; Hawthorne, *Tanglewood Tales*; Dickens, *Christmas Carols*; Goldsmith, *Deserted Village*; Longfellow, *Evangeline*; Whittier, *Snowbound*; Scott, *Lady of the Lake*.

Memory: From the authors read in class.

Second Year—Five periods.

Precepts and Practice: The period; development and imitation of periods; the paragraph; constructive principles of the paragraph; analysis and imitation of paragraphs.

Text-Books: Donnelly's *Imitation and Analysis*, and Ryan's *Studies in Irving* as a companion book for work in composition.

Texts for Study: Hawthorne, *The Great Stone Face*, *The Snow Image*; Poe, *The Gold Bug*, *The Purloined Letter*; Wiseman, *Fabiola*; Macauley, *Lays of Ancient Rome*; Longfellow, *Tales of a Wayside Inn*; Bryant, *Selections*; Arnold, *Sorab and Rustum*.

Memory: From the authors read in class.

Third Year—Five periods.

Precepts and Practice: Thorndike, *Elements of Rhetoric and Composition*; Sentences, Words, Good Use.

Texts for Study: Lamb, *Select Essays of Elia*; De Quincey, *Flight of a Tartar Tribe*; Newman, *Callista*; Lafcadio Hearn, *Chita*; Tennyson, *The Holy Grail*, *The Passing of Arthur*; De Vere, *Domville's Selections*; Drake, *Culprit Fay*; Lowell, *Vision of Sir Launfal*.

Memory: From the authors read in class.

Fourth Year—Five periods.

Precepts and Practice: The four species of prose composition; versification; essays.

Text-Book: Thorndike's *Elements of Rhetoric and Composition*.

Texts for Study: Macauley, *Select Essays*; Newman, *Prose Selections*; Addison, *Selections from the Spectator*; Burke, *Concilia-*

tion with the Colonies; Wordsworth, Selections; Moore's Melodies; Shakespeare, Merchant of Venice or Macbeth.

Memory: From the authors read in class.

## PUBLIC SPEAKING AND DEBATING.

Two hours once a week, nine months, besides special help given to individuals by the Professor.

The object of this course is essentially the same as that of the corresponding course in the Collegiate Department, to acquire ease and fluency in addressing an audience. The work undertaken to this end by the students of the High School Department is, however, of necessity, more restricted in its scope than that of the College course. Absolute grammatical correctness and propriety of diction in composition form the requisites for admission, and this proficiency in extempore speaking, together with an apt and graceful delivery, should be the constant aim of the student at this stage of his progress. The exercises adopted with the view to attain such proficiency afford ample opportunity for higher development.

### Exercises:

1. Declamation and elocutionary reading of selections in prose or verse, followed by judicious criticism for the benefit of all the students by the Instructor, a member of the Faculty.

2. The writing and reading of original papers on topics of interest, with special attention paid to precision and elegance of language and to correctness of taste.

3. Reviews of select pieces of standard literature and estimates of character chiefly in classic fiction.

4. Discussion of the merits and influence of great men in history; of national movements, etc., as studied in class.

5. Regular debates on questions within the mental range of the members, involving careful preparation, clear, and logical treatment of argument and a forceful and easy delivery.

6. Off-hand speaking in rebuttal of argument or in the transaction of business.

## MATHEMATICS.

First Year—Five periods.

(First Term) Algebra,—from the beginning to Common Factors. Chapter one to seven, exclusive, of Wentworth's Complete Algebra.

(Second Term) Common Factors to Simultaneous Equations of the first degree. Also Loci of Equations. Chapters seven to eleven and Chapter thirty-two of Wentworth's Complete Algebra.

Second Year—Four periods.

(First Term) Algebra,—Simultaneous Equations to Intermediate Equations. Chapter eleven to sixteen of Wentworth's Complete Algebra.

(Second Term) Algebra.

Third Year—Four periods.

(First Term) Wentworth's Plane and Solid Geometry, books I and II.

(Second Term) Wentworth's Plane and Solid Geometry, books III, IV, and V.

Fourth Year—Four periods.

(First Term) Wentworth's Plane and Solid Geometry, books VI, VII, VIII.

(Second Term) Plane Trigonometry, Chapters one to five.

## HISTORY.

First Year—Two periods.

Oriental and Grecian History. Text-book: Morey's Outlines of Ancient History.

Second Year—Two periods.

History of Rome. Text-book: Morey's Outlines of Ancient History.

Third Year—Two periods.

History of the United States. Text-book: Montgomery's History of the United States, and Macy's Lessons in Civil Government.

Fourth Year—Two periods.

Guggenberger's History of the Christian Era.

### CHRISTIAN DOCTRINE.

First Year—Two thirty-minute periods.

Faith,—Its object, necessity and qualities. The Apostle's Creed.  
Text-book: Deharbe's Large Catechism.

Second Year—Two thirty-minute periods.

The Commandments of God, Precepts of the Church, Sin and Virtue.

Text-book: Deharbe's Large Catechism.

Third Year—Two thirty-minute periods.

Coppen's Systematic Study of the Catholic Religion, Treatise IV, from Grace to the end of the book.

Fourth Year—Two thirty-minute periods weekly.

Coppen's Systematic Study of the Catholic Religion, Treatise I, The Christian Revelation, to Treatise IV.

### PHYSICS.

Four Year—Five periods.

(First Term) Carhart and Chute's First Course in Physics.

Kinematics; Dynamics; Properties of Matter; Dynamics of Fluids; Energy of Mass Vibration; Molecular Vibration; Molecular Dynamics.

(Second Term) Carhart and Chute's First Course in Physics.

Ether Dynamics: Radiation; Light; Electrostatics; Electrodynamics.

Lecture with experimental demonstration, four periods; Laboratory work, one period of two hours.

## MODERN LANGUAGES.

Course I. *German*—Three half-hours a week, one year.

(a) Precepts. Syntax completed. Comparison of idioms in English and German.

(b) Practice. Exercises in translation, both oral and written.

(c) Authors: Classic selections at the option of the Professor.

Course II. *German*—Three half-hours a week, one year.

(a) Precepts. Etymology.—Fundamental Rules of Syntax.—Idioms.

(b) Practice. Reading exercises, oral and written, in translation.

(c) Authors: Extracts from grammar.

Course III. *French*—Three half-hours a week, one year.

(a) Precepts. Review of irregular verbs.—Syntax completed.

(b) Translation. Oral and written translation.

(c) Authors: Selections at the option of the Professor.

Course IV. *French*—Three half-hours a week, one year.

(a) Precepts. Etymology to irregular verbs.—Easier rules of syntax.

(b) Practice. Reading.—Oral and written translation.

(c) Authors: Extracts from grammar.

## College Register.

Barrett, Francis A.....	Freshman
Begley, Harry M.....	Sophomore
Best, Robert G.....	Freshman
Beveridge, John.....	Freshman
Boyle, Stephen A.....	Sophomore
Burns, Frank.....	Freshman
Cahill, Philip J.....	Sophomore
Chevalier, Hector.....	Freshman
Collins, Richard.....	Freshman
Connell, Herbert J.....	Senior-Junior
Connolly, James J.....	Senior-Junior
Costello, Edward J.....	Sophomore
Counley, Roy A.....	Senior-Junior
Day, L. B.....	Senior-Junior
Dieringer, Stephen.....	Freshman
Donnelly, Thomas S.....	Senior-Junior
Donohoe, Raymond J.....	Freshman
Emery, Austin F.....	Senior-Junior
Farrell, Robert F.....	Senior-Junior
Festner, F. Julius.....	Sophomore
Frimann, Perry J.....	Senior-Junior
Gillespie, Paul E.....	Freshman
Gleason, Ambrose J.....	Sophomore
Hamilton, Charles W.....	Freshman
Hamilton, Raphael N.....	Freshman
Harrington, George.....	Freshman
Hronek, Walter C.....	Senior-Junior
Ineichen, Leo E.....	Senior-Junior
Jamieson, Alexander W.....	Freshman
Kavanagh, Louis D.....	Sophomore
Keenan, Thomas J.....	Sophomore
Kelly, Paul L.....	Senior-Junior
Kelly, William.....	Freshman
Kennedy, Thomas S.....	Sophomore
Lanphier, Basil.....	Sophomore
McAvoy, Preston T.....	Freshman
McCabe, Will H. T.....	Freshman
McGowan, Ray.....	Freshman
McMahon, Emmett.....	Freshman
McNamara, Raymond.....	Senior-Junior
Macauley, James H.....	Freshman

---

Marrin, Francis E.....	Senior-Junior
Martin, Clement.....	Senior-Junior
Miller, Maurice R.....	Sophomore
Moore, Lewis W.....	Sophomore
Morgan, Walter A.....	Freshman
Muffit, Deiss E.....	Sophomore
Mullen, Francis R.....	Senior-Junior
Murphy, Francis P.....	Senior-Junior
Nelson, Theodore E.....	Freshman
Norris, Thomas J.....	Sophomore
O'Connor, John J.....	Sophomore
O'Rourke, Francis.....	Freshman
Peasinger, Charles W.....	Senior-Junior
Peterson, Curtiss.....	Freshman
Polski, John L.....	Freshman
Quinn, Michael A.....	Sophomore
Rance, William T.....	Freshman
Reading, Elmer.....	Senior-Junior
Riley, George L.....	Sophomore
Russum, B. Carl.....	Sophomore
Ryan, Leo M.....	Freshman
Ryan, Mark J.....	Sophomore
Schmitz, Benedict.....	Freshman
Sheehy, Joseph P.....	Freshman
Shirley, E. George.....	Senior-Junior
Simmons, Ernest P.....	Freshman
Spellman, John J.....	Sophomore
Stuart, Donald L.....	Freshman
Sullivan, John E.....	Senior-Junior
Sullivan, Henry L.....	Freshman
Sullivan, Omer P.....	Freshman
Tobin, Paul D.....	Sophomore
Trierweiler, Francis.....	Freshman
Waldman, Louis.....	Freshman
Wallace, Francis R.....	Senior-Junior
Wells, Chester A.....	Freshman
Whittaker, Reginald.....	Sophomore
Young, Justin.....	Freshman

## High School Register.

Adams, Joseph S.....	First Year
Alvey, Carlos B.....	First Year
Appleby, Charles.....	Fourth Year
Aspinwall, Maurice B.....	First Year
Barrett, Edwin.....	First Year
Barrett, James E.....	Second Year
Barrett, Lawrence.....	Fourth Year
Barry, John J.....	Third Year
Barstow, Richard S.....	Third Year
Beck, Arthur G.....	Third Year
Bender, Leonard W.....	Third Year
Bergers, Paul.....	Second Year
Beveridge, R. Leo.....	First Year
Black, Victor H.....	First Year
Bohan, Paul M.....	Second Year
Boland, Paul J.....	First Year
Bongardt, Charles F.....	First Year
Bongardt, Henry F.....	Second Year
Borghoff, John A.....	First Year
Bourke, Norman T.....	Second Year
Boyle, Francis.....	First Year
Brandes, Adolph.....	Second Year
Brennan, William E.....	Second Year
Brown, Thomas.....	First Year
Bruckner, Louis H.....	Third Year
Buettgenbach, Frank A.....	Fourth Year
Burke, Paul A.....	Fourth Year
Burns, Charles J.....	First Year
Burns, Raymond J.....	First Year
Busch, William I.....	Third Year
Bushman, Laurence.....	Fourth Year
Byrne, Leo J.....	Third Year
Byrne, Raymond.....	Third Year
Cahill, John T.....	First Year
Cahill, Maurice.....	First Year
Cahill, Robert A.....	Fourth Year
Canevan, Henry F.....	First Year
Carey, Michael J.....	First Year
Cherry, John.....	First Year
Chevalier, Rudolph U.....	Fourth Year
Choquette, Rene E.....	Fourth Year

Clark, Blanchard.....	First Year
Clark, James.....	First Year
Clifton, George E.....	Second Year
Cline, William C.....	Second Year
Clinton, J. Leonard.....	First Year
Coady, Cromer.....	Special
Cochran, William.....	Third Year
Cohan, Samuel H.....	Third Year
Connolly, Earl A.....	Fourth Year
Connor, Edward.....	Fourth Year
Coupal, Vital.....	Fourth Year
Courtney, Jeremiah F.....	First Year
Craren, Edward J.....	First Year
Craren, William, M.....	Second Year
Creedon, Joseph F.....	Third Year
Crowley, Miles.....	Third Year
Cullen, Thurlow D.....	Special
Cunningham, Edward J.....	Fourth Year
Curran, Edward J.....	First Year
Dailey, Arthur G.....	Third Year
Dailey, William.....	First Year
Dineen, Francis.....	Second Year
Dineen, M. Joseph.....	First Year
Dineen, Thomas P.....	Third Year
Dineen, Walter J.....	Fourth Year
Donohoe, Carlyle J. A.....	First Year
Doyle, Thomas F.....	Third Year
Driscoll, Walter E.....	First Year
Duffy, Gerald J.....	Third Year
Duncan, Joseph M.....	Second Year
Dundis, Alfons P.....	Second Year
Eastman, George.....	First Year
English, James T.....	Third Year
Epstein, Edward J.....	First Year
Erhart, Frank A.....	Second Year
Ervin, Paul.....	First Year
Fink, Fred W.....	Fourth Year
Finley, Cyril.....	First Year
Fitzgerald, Eugene S.....	Fourth Year
Fitzpatrick, John R.....	First Year
Flaherty, William J.....	Fourth Year
Flanagan, Edward L.....	Fourth Year
Flannigan, Cyril J.....	Second Year
Freelin, Fred.....	First Year
French, Lewis.....	Third Year

Frenzer, Arthur.....	First Year
Gauvreau, William V.....	Special
Gillespie, Joseph T.....	Third Year
Grady, John C.....	Third Year
Grier, Arthur C.....	Second Year
Growney, Lawrence E.....	First Year
Halpine, James.....	First Year
Hanighen, John J.....	Second Year
Hannon, J. Daniel.....	Second Year
Hansen, Edward P.....	Special
Hardy, Robert.....	Special
Harrington, Paul C.....	Fourth Year
Hartnett, James C.....	Third Year
Hatton, Edward B.....	First Year
Haverly, Norman J.....	Fourth Year
Heafey, Morgan J.....	Fourth Year
Hennessey, Benedict A.....	Fourth Year
Hermesen, Leo.....	Fourth Year
Herring, Leonard W.....	Fourth Year
Hill, Clement.....	First Year
Hoffman, Emil L.....	Third Year
Holbrook, William.....	First Year
Hoskobec, Bernard J.....	First Year
Houlahan, John E.....	Second Year
Houk, William E.....	Second Year
Houlton, Thomas L.....	First Year
Howard, Maurice.....	Third Year
Hughes, Anthony J.....	First Year
Ingoldsby, Harold I.....	First Year
Johnson, Frank.....	Fourth Year
Johnson, Franklin.....	Special
Johnson, P. Marvin.....	Second Year
Joy, Albert J.....	Second Year
Kane, Emmett.....	First Year
Kane, Leo D.....	Second Year
Kanne, Charles.....	Second Year
Karbach, William C.....	Second Year
Karlovsy, Wenceslaus.....	Third Year
Kavanagh, John.....	Fourth Year
Kavanagh, Peter D.....	First Year
Keane, Thomas F.....	Second Year
Kearney, Alfred L.....	Second Year
Kearney, Richard J.....	First Year
Keegan, J. Donald.....	First Year
Kelly, Daniel J.....	Third Year

---

Kelly, John G.....	Third Year
Kennebeck, Joseph J.....	First Year
Kennebeck, Lambert B.....	Third Year
Kennedy, Joseph A.....	First Year
Kenner, Harry J.....	Special
Ketcham, Harry .....	First Year
Ketcham, Raymond.....	First Year
Kieny, John.....	First Year
Killmar, Fred M.....	Special
Kilmar, John F.....	Third Year
Kinyon, Frank.....	First Year
Klumb, Claude.....	Special
Koewler, Leo.....	Second Year
Kruger, Bart J.....	Second Year
Lafferty, Charles E.....	Second Year
Lane, Harry.....	Special
Langan, Cyril G.....	First Year
Langford, Earl K.....	Special
Lantzsich, Oscar M.....	Fourth Year
Laporte, Romeo.....	Fourth Year
LaViolette, Gerald E.....	Third Year
Lechtenberg, Victor M.....	Fourth Year
Lentz, Carlisle S.....	Fourth Year
Lieb, Isadore.....	Fourth Year
Linihan, Harold C.....	First Year
Long, Clifford.....	First Year
Looschen, Paul O.....	First Year
Lotz, Joseph P.....	Fourth Year
Lovely, Frank T.....	Second Year
Lowe, John.....	Fourth Year
Lowe, Kenney J.....	First Year
Lowry, James T.....	Fourth Year
Luce, Merle.....	First Year
McCaffrey, Edward H.....	Third Year
McCaffrey, John C.....	Second Year
McCann, Elbert J.....	Fourth Year
McCarthy, Cyril E.....	Fourth Year
McCarthy, Daniel H.....	Second Year
McCarthy, Emerson J.....	First Year
McCarthy, John.....	First Year
McCarthy, Joseph S.....	Second Year
McCarthy, M. Leo.....	Special
McCauley, William.....	First Year
McCrann, Patrick M. A.....	Second Year
McCreary, Leo R.....	First Year

---

McDermott, Edward L.....	Fourth Year
McDermott, Francis J.....	Fourth Year
McDermott, William O.....	First Year
McDonald, James B.....	First Year
McElhinney, David.....	First Year
McGowan, Patrick.....	Special
McGrane, Clarence F.....	Special
McGuire, Harry.....	Second Year
McHugh, Will D.....	First Year
McKenna, Leo R.....	First Year
McMahon, Cecil M.....	Second Year
McMahon, Earl K.....	First Year
McQuiston, Morgan, J. A.....	First Year
Maher, William T.....	Fourth Year
Mahoney, Arthur.....	Second Year
Mahoney, David.....	First Year
Mahoney, Thomas E.....	Third Year
Martin, James W.....	Second Year
Martin, Thomas J.....	Special
Massey, Robert L.....	First Year
May, Laurence V.....	Special
Meis, Fred W.....	Second Year
Melcher, William T.....	Fourth Year
Mergen, Henry N.....	First Year
Meyen, Bert.....	Third Year
Mitchell, Charles R.....	Second Year
Monahan, Charles A.....	Second Year
Moore, John P.....	Fourth Year
Morgan, Chester.....	Special
Morgan, Ben.....	Second Year
Morrissey, Horace J.....	Second Year
Mostyn, Thomas.....	First Year
Mulick, Francis M.....	First Year
Mullin, James F.....	Fourth Year
Murphy, Jeremiah.....	Fourth Year
Nester, Francis B.....	First Year
Noonan, William J.....	Special
Norris, Roy B.....	Second Year
Nye, Clement D.....	Third Year
Oberreuter, Anthony A.....	Second Year
Oberreuter, John E.....	Third Year
O'Brien, Thomas J.....	First Year
O'Connell, Francis.....	First Year
O'Connell, Frank B.....	Third Year
O'Connor, Thomas J.....	Fourth Year

---

O'Donnell, Raymond.....	Third Year
Offerman, Arthur J.....	Third Year
O'Hearn, John J.....	Third Year
O'Leary, John.....	First Year
O'Neill, Edward.....	First Year
O'Neil, James J.....	First Year
O'Neill, Oliver.....	First Year
O'Neill, Patrick E.....	First Year
O'Neil, William H.....	First Year
Ormsby, John J.....	Third Year
Padden, Hunter.....	Fourth Year
Parks, George A.....	First Year
Penny, Francis.....	Second Year
Peschel, Hermann.....	First Year
Peterson, Robert C.....	First Year
Pfaff, Leo G.....	Second Year
Philbin, John F.....	Fourth Year
Pilon, Paul S.....	Third Year
Pollock, John.....	First Year
Powers, Francis R.....	First Year
Pruner, Orin.....	First Year
Rasmussen, Nels.....	Fourth Year
Ratchford, Jesse A.....	Second Year
Rayman, Louis.....	First Year
Reifenrath, Daniel.....	First Year
Reifenrath, Isador.....	First Year
Reilly, Vincent A.....	Second Year
Reinhardt, George.....	First Year
Rew, Clarence.....	First Year
Riley, George A.....	Second Year
Riley, Leo E. A.....	Third Year
Roach, Thomas E.....	Second Year
Roberts, J. Francis.....	Third Year
Rossiter, Richard L.....	Second Year
Rush, Leo.....	Fourth Year
Russell, James P.....	First Year
Ryan, Gerald E.....	First Year
Sampson, Herbert A.....	Special
Savage, Thomas F.....	First Year
Scanlon, John T.....	Fourth Year
Schall, John S.....	Second Year
Scheef, Arthur.....	First Year
Schmees, William.....	Fourth Year
Schmitz, George.....	Third Year
Sedin, Elmer.....	First Year

Selzle, Leo A.....	Third Year
Setchell, Alcie S.....	Fourth Year
Setchell, Carl.....	Third Year
Shanahan, John B.....	Third Year
Shanahan, William J. B.....	First Year
Sharkey, Francis.....	Second Year
Sharkey, Raymond.....	Second Year
Shaw, Frank L.....	First Year
Sheehy, Cyril E.....	First Year
Shields, John P.....	First Year
Shirley, Paul V.....	Second Year
Shonka, Emil F.....	Second Year
Shouse, Lloyd.....	First Year
Smith, Eugene.....	First Year
Smith, Fred K.....	Third Year
Smith, John E.....	First Year
Smith, Perry E.....	Second Year
Smith, Roy.....	Special
Smith, Richard A.....	Fourth Year
Smith, Thomas J.....	First Year
Smyth, Bernard A.....	Fourth Year
Smyth, Edward L.....	Second Year
Soat, Raymond F. J.....	Fourth Year
Sonderman, Albert F.....	Third Year
Sorensen, Walter W.....	Second Year
Spellman, Frank J.....	First Year
Stillman, Walter M.....	Third Year
Sullivan, Anthony J.....	Third Year
Sullivan, Edward J.....	Fourth Year
Sullivan, John J.....	First Year
Sullivan, Harry.....	Fourth Year
Sullivan, M. Leo A.....	Special Class
Sutej, Joseph.....	First Year
Vandezande, Leonard F.....	First Year
Walker, Francis T.....	Second Year
Walsh, Frank M.....	First Year
Walters, Clyde.....	First Year
Wanek Clarence E.....	Second Year
Webber, Paul.....	First Year
Welch, Frank J.....	Third Year
Welsh, Edward.....	First Year
Weppner, Francis.....	Fourth Year
Whalen, Edward.....	Third Year
Whelan, Edward.....	Second Year
White, Ambrose J.....	Fourth Year

Whitehaed, Clifford B.....	First Year
Williams, Leslie F.....	Second Year
Williams, Patrick H.....	First Year
Wolff, Walter M.....	First Year
Woodruff, Ralph.....	First Year
Wozniak, Francis L.....	First Year
Total, 404.	

## Conferring of Degrees—June 15, 1911.

The Degree of Master of Arts was conferred upon:

John W. Delehant	Vernard Lanphier
Francis N. Fleming	Francis P. Matthews
John J. Galligan	Charles J. Thielen
Hugh Gillespie	Edward A. Zaworski

The Degree of Bachelor of Arts was conferred upon:

Herbert J. Connell	Raymond McNamara
James J. Connolly	Francis E. Marrin
Roy A. Counley	Clement Martin
L. B. Day	Francis R. Mullen
Thomas S. Donnelly	Francis P. Murphy
Austin F. Emery	Charles W. Peasinger
Robert F. Farrell	Elmer Reading
Perry J. Frimann	E. George Shirley
Walter C. Hronek	John E. Sullivan
Leo E. Ineichen	Francis R. Wallace
Paul L. Kelly	

The following A. B. men having fully qualified in the Department of Pedagogy have been granted University First Grade Teachers' Certificates by authority of the State Superintendent of Public Instruction:

James J. Connolly	Raymond McNamara
L. B. Day	Francis E. Marrin
Thomas S. Donnelly	Clement Martin
Austin E. Emery	Francis R. Mullen
Robert F. Farrell	Charles W. Peasinger
Perry J. Frimann	Elmer Reading
Walter C. Hronek	John E. Sullivan
Leo E. Ineichen	Francis R. Wallace
Paul L. Kelly	

## Award of Medals.

Honor Medal, Class of 1911.....	Thomas S. Donnelly
Evidences of Religion Medal.....	William H. McCabe
Oratorical Medal.....	Louis D. Kavanagh
Sophomore Class Medal.....	Lewis W. Moore
Freshman Class Medal.....	William H. McCabe
Fourth Year High Medal, Div. A.....	Frank A. Johnson
Fourth Year High Medal, Div. B.....	Lawrence Barrett
Third Year High Medal, Div. A.....	Raymond Traynor
Third Year High Medal, Div. B.....	Raymond O'Donnell
Second Year High Medal, Div. A.....	Cecil M. McMahon
Second Year High Medal, Div. B.....	Charles Kanne
Special Class Medal.....	William Noonan
First Year High Medal, Div. A.....	Frank Kinyon
First Year High Medal, Div. B.....	Charles Bongardt
First Year High Medal, Div. C.....	Thomas Mostyn
Elocution, College Department.....	Preston T. McAvoy
Elocution, High School Dept., Sec. 1.....	Gerald E. LaViolette
Elocution, High School Dept., Sec. 2.....	Francis J. Roberts
Elocution, High School Dept., Sec. 3.....	John J. Hanighen

## Commencement Day Program—June 15, 1911.

University Chapel (St. John's Church), 9:00 a. m.

Solemn High Mass.

Baccalaureate Sermon, Rev. E. M. Gleeson.

University Auditorium, 10:30 a. m.

Undergraduate Exercises.

Distribution of Medals.

Publication of Prize and Honor Lists.

The Orpheum Theater, 8:15 p. m.

Graduating Exercises, Class of 1911.

Address to Class, Honorable Timothy J. Mahoney.

## Directory.

President—Rev. Eugene A. Magevney, S. J., Twenty-fifth and California Streets, Omaha, Neb. . .

The Dean—Creighton College of Arts, Twenty-fifth and California Streets, Omaha, Neb.

The Dean—Creighton College of Medicine, Fourteenth and Davenport Streets, Omaha, Neb.

The Dean—Creighton College of Law, 210 South Eighteenth Street, Omaha, Neb.

The Dean—Creighton College of Dentistry, 210 South Eighteenth Street, Omaha, Neb.

The Dean—Creighton College of Pharmacy, 1410 Davenport Street, Omaha, Neb.

# INDEX

---

	PAGE
Calendar .....	2
Officers and Faculty—	
College of Liberal Arts .....	4
Creighton High School .....	36
System of Education .....	6
Expenses .....	11
College Organizations .....	13
College Departments .....	17
Entrance Requirements—	
College of Liberal Arts .....	22
Creighton High School .....	38
Collegiate Course of Studies .....	24
The Creighton High School Course of Studies .....	39

3  
UNIVERSITY OF ILLINOIS

---

PRESIDENT'S OFFICE



C  
2862a5  
1912/13

... The ...  
**Creighton University**  
**Bulletin**

Vol. 4

JUNE

No. 5

**ANNOUNCEMENT**

of the

**COLLEGE OF ARTS AND SCIENCES**

**1912-1913**



Published monthly from March to July by The Creighton University, Omaha, Nebraska. Entered as Second Class matter, March 20, 1909, at the Post Office at Omaha, Nebraska, under the act of July 16, 1894.

UNIVERSITY OF ILLINOIS

JAN 13 1913

PRESIDENT'S OFFICE



**ANNOUNCEMENT**  
**OF THE**  
**College of Arts and Sciences**  
**1912-1913**

## Calendar 1912-1913

---

### 1912

- August 26—Entrance Examinations.  
August 28—Conditioned Examinations, Latin and English.  
August 29—Conditioned Examinations, Greek and History.  
August 30—Conditioned Examinations, Mathematics, Sciences.  
September 3—Registration.  
September 4—Session begins. First Semester.  
September 13—Solemn Mass of the Holy Ghost.  
September 18—Oratorical and Literary Societies reorganize.  
October 18—First Quarterly Examinations.  
November 2—November Assembly.  
November 15—President's Day.  
November 28—Thanksgiving Day.  
December 7—Preliminary Oratorical Contest.  
December 9—Second Quarterly Examinations.  
December 23—December Assembly.  
Christmas Recess Begins.

## 1913

- January 3—Classes resume.
- January 15—Annual Oratorical Contest.
- January 25—Mid-year Examination of Seniors—Calculus.
- January 31—Mid-year Examination of Seniors—Philosophy.
- February 1—Second Semester.
- February 7—Founders' Day. Solemn Memorial Exercises in honor  
of Edward Creighton and Count John A. Creighton.  
Faculty Reunion.
- February 12—Third Quarterly Examination.
- February 21—Nebraska State Oratorical Contest.
- February 22—Washington's Birthday.
- March 1—March Assembly.
- March 5—Intercollegiate English Contest.
- March 10—Annual Retreat.
- March 20—Easter Recess begins.
- March 26—Intercollegiate Latin Contest.
- April 28—Fourth Quarterly Examinations.
- May 1—Catechetical Essays submitted.
- May 7—Academic Elocution Contest.
- May 16—Repetitions begin.  
College Elocution Contest.
- May 28—Annual Examinations of Senior Class—Astronomy.
- May 31—Annual Examinations of Senior Class—Evidences of  
Religion.
- June 4—Annual Examinations of Senior Class—Philosophy.
- June 9—Annual Examinations—Undergraduate Department.
- June 21—Commencement Day.

## BOARD OF TRUSTEES.

---

REV. EUGENE A. MAGEVNEY, S. J.,

President.

REV. THOMAS J. LIVINGSTONE, S. J.,

Treasurer.

REV. W. P. WHELAN, S. J.,

Secretary.

REV. F. X. M'MENAMY, S. J.,

Vice-President.

REV. M. M. BRONGEEST, S. J.,

---

## OFFICERS AND FACULTY.

---

REV. EUGENE A. MAGEVNEY, S. J.,

President of the University and Lecturer on the History of Education.

REV. FRANCIS X. M'MENAMY, S. J.,

Dean of the College of Arts and Principal of the High School.

REV. JOHN C. KELLY, S. J.,

Chaplain.

REV. FREDERICK A. MEYER, S. J.,

Professor of Logic, Psychology, Ethics.

REV. WILLIAM F. RIGGE, S. J.,

Professor of Physics, Astronomy, Geology.

DAVID F. HICKEY, S. J.,

Professor of Chemistry, Mathematics.

REV. ISAAC H. BOSSETT, S. J.,

Professor of Latin, Greek, and English Literature in Sophomore Class; Lecturer on Systems of Education and Methodology.

REV. ALBERT R. WISE, S. J.,

Professor of Latin, Greek, and English Literature in Freshman Class; Professor of Public Speaking.

- REV. FRANCIS X. BREEN, S. J.,  
Professor of Latin and Greek.
- REV. WILLIAM P. QUINLAN, S. J.,  
Professor of Mathematics.
- REV. THOMAS J. CONNERS, S. J.,  
Professor of English and Classics.
- ALOYSIUS C. KEMPER, S. J.,  
Professor of German and Classics.
- REV. ARCHIBALD J. TALMADGE, S. J.,  
Professor of French and Classics.
- REV. TERENCE H. DEVLIN, S. J.,  
Faculty Director of Athletics; Professor of Classics.
- REV. JOSEPH A. WEIS, S. J.,  
Professor of English and Classics.
- JOSEPH M. KROEGER, S. J.,  
Professor of German and Classics.
- LAWRENCE T. MEYER, S. J.,  
Professor of English and Classics.
- IGNATIUS T. REILLY, S. J.,  
Professor of Algebra and Classics.
- FRANCIS P. MATTHEWS, A. M.,  
Professor of English and Classics.
- PATRICK J. BARRETT, A. M.,  
Professor of English and Classics.
- HUGH GILLESPIE, A. M.,  
Professor of English and Classics.
- PHILIP E. HORAN, A. M.,  
Professor of History.
- REV. WILLIAM T. KINSELLA, S. J.,  
Librarian.
- HENRY MILLER,  
Physical Culture.
- KARL KREITZINGER,  
Director of Band and Orchestra.

# GENERAL STATEMENT

---

## Organization

The Creighton College, a free school of Arts and Sciences, constitutes one of the five departments of The Creighton University. It offers four years of undergraduate instruction leading to the degree of Bachelor of Arts, Bachelor of Science, or Bachelor of Literature. Candidates for the Degree of Bachelor of Arts or Bachelor of Science may also obtain a State Teacher's Certificate by completing a prescribed course in pedagogy and teaching, as outlined herein.

## System of Education.

The educational system of Creighton College is substantially that of all colleges of the Society of Jesus throughout the world. Those who desire to make either a scientific or historical study of that system have abundant sources of information in "Loyola" of the Great Educational Series, published by Scribner, and "Jesuit Education," published by Herder.

At a time like the present, when there is a great and growing diversity of opinion regarding the proper scope of education and the relative excellence of opposing systems, when elective studies and specializations are permitted and encouraged beyond measure, it may be well to indicate the principles underlying the course of studies offered to students of The Creighton University. It seems almost self-evident—

First. That there are some branches of study absolutely necessary in any scheme of liberal education. Without a knowledge of these, no man can be called educated.

Second. That for a finished education there is, in each of the departments of study, a minimum of knowledge essential for a man of culture.

Third. That the knowledge of the end should direct the choice of means; that therefore the selection of studies must depend on the end and aim of education.

Fourth. That the aim of a truly liberal education is the harmonious development of all the faculties, the careful training of mind and heart, and the formation of character, rather than the actual imparting of knowledge and the specific equipment for a limited sphere of action.

Fifth. That all branches of study are not equally serviceable for this mental and moral development; that some contain mind-developing factors and character-building elements which no electivism should replace.

Sixth. That precepts, models and practice should keep pace in every well ordered system; that all the branches should be directed to some one definite end. Language lessons in ancient and modern tongues should proceed *pari passu* if the studies are to be co-ordinated and unity maintained.

Seventh. That young students are not the proper judges of the studies essential for a systematic and thorough development of their faculties.

Eighth. The selection of studies should be permitted to none but those whose minds have already been formed by the studies essential to character-building, and who have themselves practically determined upon their own life-work.

Ninth. That religion should not be divorced from education; that morality is impossible without religion and that it is far more important than knowledge for the welfare of the individual and the safety of society. The commonwealth needs good men more than it needs clever men.

Tenth. That there is no royal road to knowledge. Placing a name on the register of a college does not make a student; a multiplicity of courses which a student is free to ignore does not make a scholar.

Eleventh. That the standing or grade of a college varies directly as the amount of study and acquirements made requisite for a degree.

Twelfth. That the education given by a college should be general, not special. In this way it lays the foundation for specialties and the independent research appertaining to universities.

Thirteenth. That all the studies pursued need not be directly useful in after life.

Guided by these principles, The Creighton University, in the Classical Department, offers a course of studies superior to that of the large universities, though they are more richly endowed and have a larger clientage to draw upon for higher studies. It does not offer many courses or pretend to satisfy every applicant by allowing him to select at will from branches sometimes incompatible and often of secondary importance, thus leaving considerable gaps in the knowledge of essential subjects. It maps out a curriculum which makes obligatory such branches as, in some form, however elementary, are deemed absolutely necessary for a liberal education. It does not promise that the youth who takes this prescribed course will have a specialist's knowledge of any individual branch; nor does it say that he will be wholly educated at the completion of his course; but it does claim that he will have a more harmoniously rounded education and will be intimately acquainted with a greater number of essential branches than by following a collegiate system based on electives and specialties. The course may not suit all comers, it is not intended to meet the wants of all, especially of those who regard electives as the one thing necessary; but it does afford a good, sound, thorough, practical education to persons who are satisfied with the method and principles already enunciated.

It is a decided advantage of the system followed in this College, that the student may begin his early studies in the High School, and then pass on, through the College, to graduation in the same institution. This secures, besides the moral influence thus gained, a uniform and homogeneous course of teaching and of training. The result of such a course of study is a continuous and normal development of the mental faculties along well-defined lines, and the possession of a clean and coherent system of principles upon which any special or professional courses may afterwards safely rest.

### Religious Instruction.

As incomparably the most important element of the education it imparts, the College aims at a moral training of its students such as

will make for the right fulfillment of their civil, social and religious duties. There is insistence on the cultivation of the Christian virtues which aid to this fulfillment; and as the only solid basis of virtue and morality, thorough instruction in the principles of religion forms an essential part of the system.

Students of any denomination are admitted to Creighton's classes, and all are required to show a respectful demeanor during the ordinary exercises of public prayer. Catholic students, if not excused for good reasons, are required to be present at daily Mass, and are to attend the weekly lectures on the doctrines of the Church, to make an annual retreat, to approach the Sacraments of Penance and Holy Eucharist every month, and if they have not received the Sacraments of Penance, Confirmation or Holy Eucharist, to prepare for their reception. Non-Catholic students are, of course, not bound by these regulations.

### **Examinations and Promotions.**

Semi-annual examinations are held in the Senior year; in all the other classes of the College and High School the examinations are bi-monthly. The final examination covers the work from December.

### **Class Standing, Awards and Reports.**

Examinations are competitive and are followed by a reading of marks. The percentage obtained by each student is announced and the Honor List is published. Those who make 90 per cent and upwards in the collective branches of the class, merit the distinction of First Honors, and those who gain between 85 and 90 per cent, Second Honors. Reports of the conduct and class standing of students are sent, after each examination, to parents and guardians. At the close of the session a Gold Medal of Excellence is awarded to the student who has made the highest average percentage in daily work and written examinations throughout the year. The final written examinations for promotion take place in June and an average of 66 2-3 is required for promotion. Students whose total marks in this examination are above the passing average, but who have fallen below 66 2-3 in some studies, will be "conditioned" in those studies and will not be promoted until the condition is removed by a satisfactory examination.

Parents and guardians should observe that absence and tardiness, even when excusable, affect class work and consequently the student's standing and his chances for promotion.

### **Special Prizes.**

**Inter-Collegiate English Prize.**—A purse of \$100.00 (\$50.00 for the first prize, \$20.00 for the second, \$15.00 for the third, \$10.00 for the fourth and \$5.00 for the fifth) is offered yearly by Mr. D. F. Bremner of Chicago, for excellence in English essay writing. The purse is open to the competition of the Jesuit colleges of the Missouri province, which are:

St. Louis University, St. Louis, Mo.  
St. Xavier College, Cincinnati, O.  
St. Ignatius College, Chicago, Ill.  
St. Mary's College, St. Marys, Kan.  
Creighton College, Omaha, Neb.  
Detroit College, Detroit, Mich.  
Marquette University, Milwaukee, Wis.  
St. John's College, Belize, British Honduras.  
St. Ignatius College, Cleveland, O.  
St. John's College, Toledo, O.  
Sacred Heart College, Prairie du Chien, Wis.

**Inter-Collegiate Latin Prize.**—For the best Latin essay from competitors of the same colleges, a gold medal is offered by the Very Rev. Rudolph J. Meyer, S. J., Provincial.

**Catechetical Medal.**—A gold medal is offered annually for the best Catechetical essay.

**Oratorical Medal.**—A gold medal is offered for the best oration. A contest is held annually by members of the Creighton Oratorical Association.

**The Knights of Columbus Medal.**—The Omaha Council No. 652 offers a gold medal each year to the "Honors" student of the Senior Class.

### **Matriculation.**

No candidate for admission will be accepted who does not reside with his parents or immediate relatives, or, if this be impossible, with persons duly approved by the President of the University. Every applicant for admission who is not personally acquainted with some member of the faculty must submit proper testimonials of a good moral character. If he comes from another school he will be required to present a certificate of good standing in the institution which he has left. All who desire to enter should be present and ready for work on the day the College opens. The faculty will exercise its judgment in regard to admittance after the opening day, and will admit only in exceptional cases and after an examination in all the work done by the class up to the time when the candidate wishes to enter.

On account of age or peculiar circumstances, exemption from certain studies is sometimes conceded, in which case the scholar is placed "out of course," and is not reckoned a candidate for honors or prizes.

### **Creighton College Dormitory.**

The Creighton College Dormitory is intended for out-of-town students. The large number of such students attending the College and the difficulty of obtaining accommodations favorable to serious study had long caused much concern to the College authorities. With this Dormitory a beginning was made along lines calculated to allay all concern. The Dormitory provides students with board and lodging at reasonable rates and under conditions conducive to earnestness of application to college work. The discipline of the Dormitory is under the direct control of the College officials.

### **Fees and Expenses.**

No Final Examination and no Credit-Sheet will be given to students who are delinquent in the payment of any bills due to the College.

Tuition is entirely free during the eight years of the High School and College courses, which are open to students from any part of the Union.

Following the practice of all institutions of learning, to which free colleges like this are not an exception, students of the Natural Sciences are expected to pay for the use of chemical and physical apparatus. The charge is \$10.00 per annum.

The Graduation Fee is \$10.00.

Board and room in the Creighton College Dormitory can be obtained at from \$18.00 to \$20.00 per month. While the authorities, in case the Dormitory is filled, will cheerfully assist students from a distance to find suitable homes at reasonable rates for board and room, they will not consent to act as guardians, nor in any way hold themselves responsible for the conduct of these students, when not actually under College supervision.

A fee of \$5.00 will be charged of all students for a student ticket, which will entitle the holder to attend all athletic events, Glee Club Concerts, Varsity Debates, Arts' Play, to a year's subscription to the Chronicle, and the different issues of the Bulletin.

Comparative statement of students' expenses for the academic year, September to June 20th:

	Low.	Average.	Liberal.
Tuition .....	\$ 00.00	\$ 00.00	\$ 00.00
Books, Stationery, etc. ....	6.00	9.00	12.00
Residence (Dormitory) . . .	174.00	184.00	194.00
Laundry .....	12.00	20.00	32.00
Student's Ticket .....	5.00	5.00	5.00
Total .....	\$197.00	\$218.00	\$243.00

No limit is placed upon the allowance which parents may make their sons for clothes and pocket-money, but the College authorities urge that it be kept within modest bounds.

### General Regulations.

Parents who wish to withdraw their sons before the end of the session are respectfully requested to give notice of their intention to the Vice-President. Should any student leave of his own accord, or be withdrawn without such notice, or without giving satisfactory reasons, he will not be re-admitted.

To meet the known wishes of parents no student will be allowed to leave the College premises at noon recess without permission of the Prefect of Discipline.

Exemption from any of the classes or other exercises of the school must be obtained by parents or guardians. Except in the case of self-supporting students the matter will not be treated of with the students themselves. In case of absence or tardiness a note of excuse from parents or guardians will be exacted.

Any conduct unbecoming the character of a gentleman will be regarded as a violation of the School rules.

Flagrant offenses, such as are detrimental to the reputation of the school, or interfere with the good of other students, are ground for suspension or for conditional or absolute expulsion.

For faults committed outside of the premises the officers of the College cannot justly be held responsible, as students cease then to be under their jurisdiction; still should any serious charge be fairly substantiated, the offender shall be punished according to the gravity of the offense.

### Parental Co-Operation.

The efforts of the teachers and prefects will be much facilitated if the co-operation of the parents can be secured.

Parents are, therefore, earnestly requested:

First. To insist upon daily study at home for two or three hours.

Second. To notify the Vice-President speedily in case their sons are withdrawn, absent or tardy; also if the quarterly report fails to reach them.

Third. To attend to notifications sent by the Vice-President in the case of unexplained absence, or imperfect lessons during a considerable length of time.

Fourth. To require and examine the quarterly report, and not to omit inquiry regarding marks which fall below 70.

### Daily Order.

The College is open every morning at half past 7 o'clock. Those who come before the time of class proceed at once to the class rooms,

and devote the interval to private study. All are required to be present five minutes before half past 8 o'clock, at which hour the Catholic students hear Mass. At 9 o'clock a. m. the regular exercises of class commence, closing at 3 o'clock p. m.

Special arrangements will be necessary in each individual case to excuse late arrival. In case of younger students the reasons for exemption are to be presented by parents or guardians.

### **Holidays.**

The following are ordinary holidays:

Every Thursday; all the holy days of obligation; from December 22 to January 2; from Wednesday in Holy Week to Tuesday in Easter Week.

---

## **COLLEGE ORGANIZATIONS**

---

### **Societies for Religious Culture.**

#### **1. The Sodality of the Immaculate Conception.**

The Sodality is an organization of Catholic students who purpose to aim at a more than ordinary degree of earnest and practical Christian virtue. To attain this end the principal means employed is devotion to the Blessed Virgin Mary, Mother of God, by the study and imitation of her virtues, and by practices of piety in her honor; because the Mother of Christ, who was so intimately associated with Him during His earthly life, in the work of redemption, is still close to Him in Heaven and intensely active and powerful for our sanctification.

The purpose of the Sodality, therefore, is not limited to fostering the personal piety of the Associated Members. It aims, furthermore, at instructing them in methods of Christian zeal and charity, and stimulating them to the performance of corresponding good works. The result is to make them at once devout Christians and men of action such as the social needs of the present day demand.

At the weekly meetings the Little Office of the Blessed Virgin is recited, and an appropriate instruction or exhortation is given by the Director, a member of the Faculty.

2. The Apostleship of Prayer—League of the Sacred Heart.

To encourage devotion to the Sacred Heart and to enable the students to acquire, while at College, the zeal for the interests of Our Lord, which is so general among the laity of the Catholic Church, the Apostleship of Prayer was established in 1879, and since then few of the students of the College have failed to have their names enrolled as active members.

3. The St. John Berchmans Sanctuary Society.

The object of this society is to consult the beauty and the solemnity of Divine worship by an accurate observance of the liturgic rites and ceremonies, and to afford Sodalists of exemplary deportment the sacred privilege of serving at the altar. The Sanctuary Society was organized in 1884, and has always counted from thirty to forty members.

### **Societies for Oratorical Culture.**

1.—The Creighton Oratorical Association.

As its name implies, the society trains its members to readiness and fluency in speaking before an audience. To this end likewise tends the attention paid to historical study and to composition. Meetings are held on Wednesday evenings and debates alternate with orations, recitations and literary essays. The Association was organized in 1884; in 1899 it was admitted to the Nebraska Collegiate Oratorical Association and during the month of January each year a contest takes place to determine the representative in the Inter-State contest.

2.—The Creighton Literary Society.

Since December, 1899, the members of this society have, by their earnestness in preparing themselves for appearance in public, well realized the purpose of its foundation, which was to secure for the lower classes of the course advantages which the Creighton Oratorical Association insures to the higher.

3.—The Creighton Dramatic Circle.

To further the study of dramatic literature, to improve in elo-

cution, in interpretation, in impersonation and in public speaking, and to insure versatility, polish and self-reliance, the Dramatic Circle was organized in 1899.

### **Societies for Musical Culture.**

#### **1.—The Creighton University Orchestra and Band.**

Organized in 1906 to take the place of the Mandolin Orchestra established in 1899.

These organizations, besides offering the members training in instrumental music, enable them to minister to the enjoyment of their fellow students and of their friends at public entertainments.

#### **2.—The University Glee Clubs.**

The object of the Glee Clubs is similar to the Orchestra in furthering a taste for vocal music. Its existence dates back to 1885.

### **Other Societies.**

#### **The Creighton Alumni Association.**

The Alumni Association was organized October 26, 1903. Its object is to preserve and strengthen the ties of fellow feeling and friendship among former students of the College and to afford them an opportunity of showing their attachment to their Alma Mater.

The following are eligible to active membership: (a) Regular Graduates of the School of Arts; (b) Adoptive Alumni; (c) Ex-Students of the Collegiate Department whose classes have graduated.

The honorary members shall consist of those on whom the Association may see fit to confer title.

#### **The Creighton University Athletic Association.**

This society was organized for the double purpose of fostering a college spirit and of encouraging healthful bodily exercise among the students. The latter aim is not considered as an end sufficiently worthy in itself, but rather as an aid to earnest application to more serious pursuits. The association has been in existence a number of years, but only during the last six years has it made its presence felt in inter-

collegiate contests on the gridiron and the diamond. It is the hope and purpose of the association to further indoor athletics by fitting up in the near future a modern gymnasium with all necessary appurtenances.

The University encourages Athletic Sports in so far as they tend to promote the physical and moral development of the student. Kept within the proper limits they are a source of recreation and healthful exercise and help toward implanting in the character habits of gentlemanly self-repression, which cannot be disregarded in any system of education. The University Officers, however, are keenly alive to the fact that Athletic sports will not be productive of good, when they become a separate and recognized department of the University, with a corps of managers, coaches and trainers, having the sole object of winning in inter-collegiate contests at any cost, by clean methods or foul. Athletics so conducted are apt to stamp out the manly spirit of generous rivalry which ought to characterize such contests, and be a constant incentive to coarse behavior and brutal tactics. On the same basis of operation university athletic managers, to maintain the prestige which former victories have brought, are, in a certain sense, compelled to resort to means in recruiting their teams which do not fall short of actual, if not technical, professionalism. To keep an influence so deteriorating from exerting an effect upon our students, Athletics are under the immediate control of the Faculty, which uniformly adheres to well-defined regulations in their management. A creditable standing in class is a requisite of eligibility to any of the University teams. Long schedules and trips which necessitate absence from class, are discouraged.

A spacious campus affords the students ample opportunity to enjoy the pleasure of a home ground. It meets all the requirements of College athletics. Beside the gridiron and the ball-field, there are tennis courts and hand-ball alleys. The dimensions of the campus are 420 by 400 feet. The situation of the campus is most convenient, as it lies within easy reach of all the Departments, and the Harney and Cuming street cars pass within a block of the main entrance.

## ACKNOWLEDGMENTS.

---

### Donors of Gold Medals.

Knights of Columbus, Omaha Council No. 652.  
Ancient Order of Hibernians.  
Very Reverend J. Jennette.  
Reverend J. Aherne.  
Reverend D. P. Harrington.  
Reverend P. J. Judge.  
Hon. M. F. Harrington.  
Mr. T. J. Mahoney.  
Mr. Thomas J. McShane.  
Mr. Frank Hamilton.  
Mr. Charles W. Hamilton.  
Mr. Thomas C. Byrne.

### Gifts to the Library.

Hon. Gilbert Hitchcock, U. S. Senate: Congressional Record of the  
Sixty-second Congress.  
Hon. C. E. Lobeck, M. C.: Reports of the Commissioner of Education.  
Messages and Documents. 1901 to date.  
Miss Stella Hamilton: Revised Edition of the Century Dictionary  
and Encyclopedia. In ten folio volumes.  
A Collection of Works in Science, History, etc.  
The Founder: The Catholic Encyclopedia. Vols. XII, XIII.  
The Author, Hon. Chauncey Depew, LL. D.: Recent Addresses.  
The Author, Hon. Bird S. Coler: Socialism in the Schools.  
The Author, Louis Lombard: Observations d'un Musicien Americain.  
The Author, Rev. M. Germing, S. J.: Latin Hymns.  
Miss S. C. Mellon: Vie du R. P. Varin.  
Notices Historiques sur les Peres du Sacre-Coer.  
Le Surveillant.

- Mrs. R. A. Johnston: Works of Rene Bazin.  
Rette's Du Diable a Dieu.
- Mrs. S. Tallmadge: Rostand's L'Aiglon.  
Ships and Havens.  
How to Judge a Picture.  
The Story of the Psalms.  
The Standard Concert Guide.
- The Authoress, Rosa M. Lady Gilbert: The Life of Sir John Gilbert.
- The Author, Sir Edwin Durning-Lawrence, Bart.: Bacon Is Shakespeare.
- The Author, Slason Thompson: Railway Statistics of the United States.  
The Railway Library.
- The Authoress, Sister M. Agnes McCann: Life of Mother Seton.
- The Author, G. Smith Stanton: When the Wilderness Was in Flower.
- The Author, Rev. J. Hedrick, S. J.: Learning the Office.
- The Author, King C. Gillette: A World Corporation.
- The Author, H. N. Casson, Esq.: History of the Telephone.
- The President of St. Louis University: Brownson's Quarterly Review, 1873, 1875.
- The President Nebraska State University: University Studies.  
Bulletins of the Bureaus of Agriculture, Labor, etc.
- Rev. W. Rigge, S. J.: Five Volumes of "America."  
Pamphlets on Scientific Topics.
- The President of Harvard University: Contributions from the Jefferson Physical Laboratory. Seven Volumes.  
Special Volume, Complimentary to Prof. J. Trowbridge.  
Catalogues, Studies, Bulletins.
- The Author, P. De La Rochelle: Practical Phonetics.
- Miss Mary V. Merrick: Lectures on the Life of Christ.
- John F. Dryden, Esq.: Addresses and Papers on Life Insurance.
- Miss Mary B. Corr: King James' Bible.  
Several rare volumes of Ascetical Literature.
- Mr. Frank Wilhelm: Hon. John W. Foster's Diplomatic Memoirs.  
Two Volumes.

- The President University of Pennsylvania: History of the George L. Harrison Foundation.  
Catalogues, Bulletins, Studies, etc.
- The Author, James J. Walsh, Esq.: The Popes and Science.
- The Authoress, Miss Florence Gilmore: Romance of Old Jerusalem.  
Dr. Dumont.  
Periodicals.
- Patrick J. O'Donnell, Esq.: Scotland Illustrated, two volumes.
- The Author, Rev. J. E. Graham: Mere Hints, Social and Moral.
- Hon. Victor Rosewater: Nebraskans, 1854-1904.
- Mrs. J. W. Brodhead: Poems of Sidney Lanier.
- Charles Sturge, Esq.: A Library of Peace and War.
- United States Naval Observatory: Nautical Ephemeris, and Other Publications.
- The Author, M. Maurice Farman: Mesures d'Etoiles Doubles.
- The Author, T. W. Backhouse, F. R. A. S.: Catalogue of 9,842 Stars.
- The Author, Robert Schindler: Mechanics of the Moon.
- The Author, J. Mier Y Teran, S. J.: Eclipse Total de Sol, Agosto 1905.
- Canadian Government: Report of the Chief Astronomer, 1910.
- Miss Eugenie Choteau: Writings of Mrs. Hugh Fraser.
- The Author, Rev. J. Rother, S. J.: Disquisitions on Certitude and Being
- The Author, Hon. J. E. Hedges: Common Sense in Politics.
- Sister M. Bernardine: Life of John Calvin.
- The President Loyola College, Baltimore: The Loyola Annual, 1911.  
Bulletins, Catalogues, etc.
- The Author, P. Chappelier: L'Esperanto et Le Systeme Bilingue.
- M. Jean Mingardon: Les Orateurs Sacres Contemporains.
- Observatorio Del Ebro: Boletin Mensual, etc.
- Manila University of S. Tomas: General Bulletin, 1910-1911.
- The Government of the United States, in its various Departments, many official and scientific publications.

Regents of the Smithsonian Institution: Annual Reports. Memoirs. Contributions to Knowledge. Miscellaneous Collections, etc.

Library of Congress: Report for 1911.  
The Van Buren Papers.  
Various numbers of "Classifications."  
Bibliographical Publications.  
Catalogue of Orchestral Music.

U. S. Commissioner of Education: Report for 1910. Vol. I and II.

U. S. National Museum: Proceedings, Contributions, Bulletins.

Carnegie Foundation for the Advancement of Teaching: Sixth Annual Report of the President and Treasurer. Bulletins.

Drake University: Annual Report of the Librarian. 1910-1911.

American Association for International Conciliation: Publications.

Peace Society of the City of New York: Pamphlets. Addresses.

Lake Mohawk Conference: Reports and Other Publications.

Universities of Nebraska, Colorado, Kansas, Wisconsin, and many other States; of Harvard, Yale, Cornell, Princeton, Columbia, Georgetown, St. Louis, Leland Stanford, Chicago, etc.: Reports, Catalogues, Studies, Bulletins, etc.

#### **Gift to the Scientific Department.**

Mr. J. Harry Murphy presented the Department with a set of six handsomely mounted phosphorescent tubes and a Crooke's Spinthariscopescope.

#### **Gift to the College Musical Clubs.**

Mr. John D. Creighton generously gave the sum of \$625.00 for instruments.

## COLLEGE DEPARTMENTS

### The Department of Physics.

The Department of Physics occupies the entire front of the north wing on the third floor. The lecture room is 26x33 feet and the seats are arranged in tiers. There is every convenience for experimenting with sunlight and with arc and incandescent lamps, with direct and alternating currents, supplied by external circuits, with compressed and rarified air, gas, water, and the like. Nearby is a laboratory generously equipped with instruments and conveniences for the students' work.

The cabinet of physical apparatus measures 33x54 feet and is exceptionally well stocked with instruments of all kinds. Besides the ordinary physical equipment there is a triple stereopticon with every attachment, prism and grating spectroscopes, a binocular microscope with ten objectives, an elaborate outfit and a large classified list of prepared objects, an electric gyroscope, a motor generator, a mercury arc rectifier, a very large induction coil, and a fine display of Geissler tubes.

### Department of Chemistry.

The Department of Chemistry is located on the second floor in the main building, and occupies a space of 51x60 feet. In the lecture room the seats are arranged in tiers. The table commands every facility, and a large fume chamber is close at hand. The supply of chemicals is very complete, and there is also a dark room for photographic work. The laboratory accommodates sixty students, each of whom has direct access from his own locker to gas, water and drainage.

### The Astronomical Observatory.

WILLIAM F. RIGGE, *Director.*

*Building.* The Observatory consists of an equatorial room 14½ feet in diameter, capped by a hemispherical dome, and a transit room 15x16 feet, connected by a short passage. The material is pressed brick trimmed with stone.

*Location.* The Observatory is situated about 250 feet north of the main entrance of the college, and on the termination of the spur of a hill from which there is an abrupt descent in all directions except south. The transit is in longitude 6 h. 23 min. 46.96 s. west of Greenwich, and in latitude 41 degrees, 16 minutes, 5.6 seconds north, and its axis is 1,129 feet or 344 metres above sea level, and 167 feet above the city datum plane or the lowest water of the Missouri river at this place. The transit commands the entire meridian, and the equatorial the entire sky except a portion between the south and southwest.

The location of the Observatory was determined as well by private observations of stars, as by connection with a primary station of the United States Coast and Geodetic Survey about a half a mile distant. On August 5, 6, 7, 1887, a formal exchange of longitude signals took place between The Creighton Observatory and the Naval Observatory in Washington, D. C. And on April 25, and 30 and May 3, 1900, the Observatory of the University of Nebraska at Lincoln obtained its longitude from Creighton Observatory by an exchange of telephonic clock signals.

*Equipment.* A Steward five-inch equatorial telescope is provided with divided circles, a driving clock and a Steinheil grating spectroscope.

A Fauth three-inch transit is equipped with right ascension and declination micrometers and a divided circle read by micrometer microscopes to the tenth of a second.

A modified two-inch Steward altazimuth carries a double eyepiece micrometer and a zenith level.

A vault with triple walls contains a Howard mean time and a Fauth sidereal clock.

There are also a Fauth chronograph, a Heinrich chronometer, a sextant, a double-mirror heliostat, Baley's astral lantern, fifteen-inch Joslin globes, a variety of eyepieces and other attachments.

The building is lighted by sixteen-candle-power electric lamps, and the instruments by one-candle-power lamps. For many years the chronograph received the daily Washington clock signals.

*Foundation.* The equatorial was purchased in 1884 and permanently mounted in 1886. The transit was set up in 1887, and the clock vault built in 1889.

*Object.* The Observatory was erected for a double purpose. First, for the instruction of students. Besides the regular students in the college course of astronomy, there have been special and advanced ones, mostly during the vacation months.

Secondly, to subserve the zeal of its directors. This has depended upon their own inclinations and the time they could spare from other duties. In following this inclination the directors have given their attention to the observation of occasional phenomena and to writing for the standard Astronomical Journals and for several popular magazines.

*Recognition.* The Observatory was first noticed in the report of the Smithsonian Institute of 1885; then in those of 1886 and 1888, and was placed upon its official list of the world's observatories in 1902. It is described in the Congressional Record of the 56th Congress, first session, by Hon. W. E. Chandler in his speech of April 11, 1900. It is listed in Popular Astronomy No. 75, and in the Revue des Questions Scientifiques in 1906. And finally it appears in Les Observatoires Astronomiques and les Astronomes issued by the Observatoire Royal de Belgique in 1907.

### **School of Pedagogy.**

#### **UNIVERSITY TEACHERS' CERTIFICATE.**

The purpose of this course is to give such special training for the teaching profession as will entitle the recipient of the bachelor's degree in the Arts course to be accredited as a qualified teacher within the meaning of the school law of Nebraska.

The conditions for entrance are the same as for the College of Arts. The course embraces, besides the branches taught in that department, the special studies required by law for teachers; such as the theory and art of teaching, the history of education, methods of instruction, school supervision, etc.

The University Teachers' Certificate is granted to graduates of the College who have satisfactorily completed this special course as outlined below, in virtue of the recognition of The Creighton University by the State Superintendent of Public Instruction "as an institution duly incorporated under the laws of the State of Nebraska, and having an equivalent of the courses in the University of Nebraska for the degrees of Bachelor of Arts and Bachelor of Science. It is, therefore, authorized to issue certificates to such graduates as have completed the course of special training and instruction of teachers, said course being an equivalent of the course prescribed by the regents and faculty of the University of Nebraska for the special training and instruction of teachers, and such graduates shall be accredited as qualified teachers within the meaning of the school laws of the State, having equal privilege upon equal conditions with graduates from any and all other educational institutions within the State under the school laws thereof."

### REQUIREMENTS.

First. General knowledge. The candidate must hold the Bachelor's or Master's degree from this University.

Second. Special knowledge. The completion of work amounting to at least forty hours divided between two or three subjects which the student expects to teach, the ultimate decision as to the student's proficiency resting with the Professors concerned.

Third. Professional knowledge. The completion of fifteen hours in the History and Science of Education, Educational Psychology and Educational Theory and Practice.

### The College of Liberal Arts.

The College course extends through four years and embraces instruction in the departments of Philosophy, Language, Literature, History, Science and Mathematics. The aim of the course is to give the student a complete liberal education, which will train and develop all powers of the mind, and will cultivate no one faculty to an exaggerated degree at the expense of the others. The college ideal is not to foster specialization, but to cultivate the mind, to build up and strengthen true character, and to impart that accuracy of thought

and reasoning and that breadth of view which must ever be the foundation as well of more advanced scholarship as of eminence in the professions or other stations in life.

To attain this end, the studies prescribed in this course and leading up to the degree of Bachelor of Arts are regarded as fundamental and essential in a liberal education and therefore are not left to the student's option. It is especially to be noted that practically all the studies in the Freshman and Sophomore years are prescribed. Only in the Junior and Senior years do some of the studies become elective.

## DEGREES.

The Degrees of Bachelor of Arts, Bachelor of Science, and Bachelor of Literature are conferred on graduation upon those students who have satisfactorily completed the courses outlined in this Bulletin.

### Requirements for Admission.

1. All applicants for admission to the Creighton College of Liberal Arts must give satisfactory evidence of good moral character.

2. Candidates who have satisfactorily completed the course prescribed by the Creighton University High School will be admitted without examination.

3. Graduates from other Academies or High Schools will be admitted without examination, if they fulfill the following requirements:

Entrance Credits. For admission to the Freshman year of the College of Arts and Sciences, a student must present 30 high school entrance credits or "points."\*

Entrance subjects required from a candidate for the degree of Bachelor of Arts. Of the 30 points required for admission, 19 must be presented from the following subjects in the amount indicated:

Latin, 4 years, 5 hours a week . . . . .	8
Rhetoric and Literature, 3 years, 5 hours a week . . . . .	6
Algebra (to logarithms), $1\frac{1}{2}$ years, 5 hours a week . . .	3
Geometry (plane), 1 year, 5 hours a week . . . . .	2
Entrance subjects required from a candidate for the degree of	

Bachelor of Science or of Literature. Of the 30 points required for admission, 19 must be presented from the following subjects in the amount indicated:

Language (Latin or Modern), 4 years, 5 hours a week..	8
Rhetoric and Literature, 3 years, 5 hours a week.....	6
Algebra (to logarithms), $1\frac{1}{2}$ years, 5 hours a week..	3
Geometry (plane), 1 year, 5 hours a week.....	2

Optional Entrance Subjects. In addition to the above required subjects, for which no substitutes will be accepted, candidates must present 11 points from the following subjects, in not more than the amount indicated:

**Solid Geometry, $\frac{1}{2}$ year, 5 hours a week.....	1
**Plane Trigonometry, $\frac{1}{2}$ year, 5 hours a week...	1
***Greek, 1 to 3 years, 5 hours a week.....	2 to 6
German, 1 to 3 years, 5 hours a week.....	2 to 6
French, 1 to 3 years, 5 hours a week.....	2 to 6
History, Ancient, 1 year, 5 hours a week.....	2
History, American, 1 year, 5 hours a week.....	2
History, Mediaeval, 1 year, 5 hours a week.....	2
Physics, 1 year, 5 hours a week.....	2
Physical Geography, $\frac{1}{2}$ year, 5 hours a week....	1

\* An entrance credit or "point" is given for the work of a class holding five recitations a week, of 40 to 50 minutes each, for at least eighteen weeks.

\*\* Solid Geometry and Plane Trigonometry are required for the Degree of Bachelor of Arts and if not presented as High School subjects must be taken in the College.

\*\*\* Candidates for the Degree of Bachelor of Arts who have no credits for Greek upon entrance, must carry it through the entire four years of the course.

4. All other applicants for admission, who wish to enter as candidates for the Bachelor of Arts degree, will be required to pass a satisfactory examination in the following subjects:

## LATIN.

Authors: Caesar's Gallic War, four books; Nepos' Lives may be taken in place of two books of Caesar; Cicero's orations against Cataline and for Archias; Cicero's De Senectute and Sallust's Caligula or Jugurthine War may be taken as substitutes for three of the above orations. Virgil, four books of the Aeneid or their equivalent from the Eclogues, Georgics and Ovid's Metamorphoses.

Grammar and Composition: The examination in Grammar and Composition will require a thorough knowledge of the entire Latin grammar, together with such facility in writing Latin prose as is acquired by one who satisfactorily completes the course of exercises prescribed by the Creighton University High School. This course is based on Arnold's Latin Composition, for which see course of the High School as outlined in this Bulletin.

## GREEK.

Authors: Xenophon's Anabasis, four books, or their equivalent; Homer's Iliad or Odyssey, one book.

Grammar and Composition: The examination in Grammar will require a thorough knowledge of Etymology, of the syntax of cases, the rules of concord and propositions. The theme will be based on Xenophon and will test the candidate's ability to translate into Greek simple sentences with special references to the use of forms, particularly of the irregular verb, and the common rules of syntax.

## ENGLISH.

Texts prescribed for reading and study: Two plays of Shakespeare, Burke's Conciliation with the Colonies or American Taxation; Irving's Sketch Book; one essay of Macaulay; Scott's Lady of the Lake; Goldsmith's Deserted Village; Tennyson's The Passing of Arthur; Lowell's Vision of Sir Launfal; Coleridge's Ancient Mariner.

The applicant should make himself familiar with the character, the plot, incidents and characteristic diction of each work. Equivalents will be accepted.

Rhetoric and Composition: The applicant will be examined on the principles of Rhetoric as set forth in Thorndike's Elements of

Rhetoric, or in a work of equal standing. The Composition will test the candidate's ability to write clear idiomatic English. The subject will be taken from his experience and observation, or from the books he presents for examination. The spelling and punctuation must be correct, the sentences well constructed. The writer must show discrimination in the choice of words and ability to construct well ordered paragraphs.

### MATHEMATICS.

Algebra to Indeterminate Equations, included. Plane and Solid Geometry. Plane Trigonometry.

### HISTORY.

Oriental and Greek History; Roman History to the Fifth Century, A. D.; History of the United States; Modern History.

### CIVICS.

Macy's Lessons in Civil Government.

## Studies Prescribed for the Degree of Bachelor of Arts.

## FRESHMAN YEAR.

Subjects. First Term.	Periods..	Time....	Course...	Subjects. Second Term.	Periods..	Time....	Course...
Religion .....	2	30	1	Religion .....	2	30	1
Latin .....	5	60	1	Latin .....	5	60	2
Greek .....	5	50	1	Greek .....	5	50	2
English .....	5	45	1	English .....	5	45	1
Physics .....	5	50		Physics .....	5	50	
History or Mathematics..	3	45		History or Mathematics..	3	45	

## SOPHOMORE YEAR.

Religion .....	2	30	2	Religion .....	2	30	2
Latin .....	5	60	3	Latin .....	5	60	4
Greek .....	5	50	3	Greek .....	5	50	4
English .....	5	45	2	English .....	5	45	2
Chemistry .....	5	50		Chemistry .....	5	50	
History or Mathematics..	3	45		History or Mathematics..	3	45	

## JUNIOR YEAR.

Religion .....	2	30	3	Religion .....	2	30	3
English .....	4	45	3	English .....	4	45	3
Logic .....	5	50		Cosmology ....	4	45	
General Meta- physics .....	4	45		Psychology ...	8	50	

## SENIOR YEAR.

Religion .....	2	30	4	Religion .....	2	30	4
Theodicy .....	5	50		Ethics .....	5	50	
English .....	4	45	4	English .....	4	45	4

## Studies Prescribed for the Degree of Bachelor of Science.

## FRESHMAN YEAR.

Religion .....	2	30	1	Religion .....	2	30	1
English .....	5	50	1	English .....	5	50	1
Mod. Language.	5	50		Mod. Language.	5	50	
Chemistry .....	5	50		Chemistry .....	5	50	
Mathematics ...	3	45		Mathematics ...	3	45	

## SOPHOMORE YEAR.

Subjects. First Term.	Periods..	Time...	Course...	Subjects. Second Term.	Periods..	Time...	Course...
Religion .....	2	30	2	Religion .....	2	30	2
English .....	5	50	2	English .....	5	50	2
Mod. Language..	5	50		Mod. Language..	5	50	
Physics .....	5	50		Physics .....	5	50	
Mathematics ...	3	45		Mathematics ...	3	45	

## JUNIOR YEAR.

Religion .....	2	30	3	Religion .....	2	30	3
English .....	4	45	3	English .....	4	45	3
Logic .....	5	50		Cosmology ....	4	45	
General Meta- physics .....	4	45		Psychology ...	8	50	

## SENIOR YEAR.

Religion .....	2	30	4	Religion .....	2	30	4
English .....	4	45	4	Ethics .....	5	50	
Theodicy .....	5	50		English .....	4	45	4
Science .....	5	50		Science .....	5	50	

## Studies Prescribed for the Degree of Bachelor of Literature.

## FRESHMAN YEAR.

Religion .....	2	30	1	Religion .....	2	30	1
Mod. Languages	10	50		Mod. Languages	10	50	
English .....	5	45	1	English .....	5	45	1
History .....	3	45		History .....	3	45	

## SOPHOMORE YEAR.

Religion .....	2	30	2	Religion .....	2	30	2
Mod. Languages	10	50		Mod. Languages	10	50	
English .....	4	45	2	English .....	4	45	2
History .....	3	45		History .....	3	45	

## JUNIOR YEAR.

Religion .....	2	30	3	Religion .....	2	30	3
English .....	4	45	3	English .....	4	45	3
Logic .....	5	50		Cosmology ....	4	45	
General Meta- physics .....	4	45		Psychology ...	8	50	
Mod. Language.	5	45		Mod. Language.	5	45	

## SENIOR YEAR.

Subjects. First Term.	Periods..	Time....	Course...	Subjects. Second Term.	Periods..	Time....	Course...
Religion .....	2	30	4	Religion .....	2	30	4
— Mod. Languages	10	50		Mod. Languages	10	50	
— English .....	4	45	4	English .....	4	45	4
— Theodicy .....	5	45		Ethics .....	5	50	

## COURSE OF STUDIES

## LATIN.

1. Freshman Class—Five hours a week for one semester.  
Horace. Ars Poetica.  
Virgil. Aeneid. Books VI and XII.  
Livy. Book I.  
Prose Composition. Bradley's Aids to Writing Latin Prose.  
Part I; and frequent themes in imitation of the prose authors studied.
2. Freshman Class—Five hours a week for one semester.  
Livy. Books XXI and XXII.  
Horace. Select Odes and Epodes.  
Christian Hymnology. Selections for rapid reading.  
Prose Composition. Bradley's Aids, Parts II to Exercise 60;  
and frequent themes in imitation of the prose authors studied.
3. Sophomore Class—Five hours a week for one semester.  
Cicero. Pro Lege Manilia.  
Horace. Select Odes and Epodes.  
Latin Fathers. Selections for rapid reading.  
Prose Composition. Part II, Exercise 60, of Bradley's Aids  
to the end of the book together with weekly compositions  
in imitation of the authors studied.

4. Sophomore Class—Five hours a week for one semester.  
Horace. Epistles and Satires.  
Cicero. Pro Ligario.  
Tacitus. Agricola.  
Prose Composition. Two themes a week and compositions every fortnight in imitation of the prose authors read.
5. Junior Class—Three hours a week for one semester.  
Cicero. Quæstiones Tusculanae.  
Plautus. Duo Captivi.  
Mackail's History of Latin Literature.  
Prose Composition. Essays in Latin.
6. Junior Class—Three hours a week for one semester.  
Cicero. Quæstiones Tusculanae.  
Pliny. Letters.  
Juvenal. Selections.  
Selections from the Latin Fathers.  
Prose Composition. Essays in Latin.
7. Five hours a week for one semester.  
Caesar. Book V.  
Grammar. Syntax of nouns, adjectives, pronouns.  
Latin Practice. Bradley's Arnold from Exercise 177 to 225.
8. Five hours a week for one semester.  
Cicero. Dillard's Selected Letters.  
Latin Practice. Bradley's Arnold from Exercise 335 to 382.  
Grammar. Syntax of verbs.
9. Five hours a week for one semester.  
Cicero. In Catalinam I, III, Pro Archia.  
Grammar. Review of all syntax.  
Latin Practice. Bradley's Arnold from Exercise 282 to the end of the book.
10. Five hours a week for one semester.  
Virgil. Eclogues; Aeneid, Books I and II.  
Grammar. Word-order, sentence structure, style, Julian Calendar, Prosody.  
Latin Practice. Translation of connected discourse. Bradley's Arnold.

Courses 7, 8, 9 and 10 are intended for the benefit of High School students who enter the College with but two years of Latin.

### GREEK.

1. Freshman Class—Five hours a week for one semester.  
Plato. Apology or Crito.  
Homer. Odyssey, Book V.  
Grammar. The syntax of the verb. General rules of quantity in connection with the author; the Homeric dialect.
2. Freshman Class—Five hours a week for one semester.  
Homer. Odyssey, selections from Books V to XII.  
Selections from Sappho, Simonides of Ceos, and Pindar.  
Precepts. A sketch of Greek Epic and Lyric Poetry.  
Greek Composition. A theme once a week based on the authors studied.
3. Sophomore Class—Five hours a week for one semester.  
Homer. Iliad; select passages; structure of the poem.  
Demosthenes. Philippic I or III, with analysis in detail.  
Rapid reading in the New Testament, St. Chrysostom, and St. Basil.  
Greek Composition. A theme once a week based on the authors studied.
4. Sophomore Class—Five hours a week for one semester.  
Demosthenes. On the Crown, with detailed analysis.  
Sophocles. Antigone, Oedipus Tyrannus or Oedipus Coloneus.  
Rapid reading in the New Testament, St. Chrysostom or St. Basil.  
Greek Composition. Weekly themes constructed from the authors read.
5. Junior Class—Three hours a week for one semester.  
Plato. Phaedo—with analysis.  
Keep's Stories from Herodotus.
6. Junior Class—Three hours a week for one semester.  
Aeschylus. Prometheus Bound or Agamemnon.  
Keep's Stories from Herodotus.

7. Five hours a week for one semester.  
Grammar. Declension of nouns; regular and irregular; adjectives; conjugation of the regular verb.  
Exercises from White's First Greek Book.
8. Five hours a week for one semester.  
Grammar. The regular verb; contract verb; verbs in mi.  
Exercises from White's First Greek Book.
9. Five hours a week for one semester.  
Xenophon. Anabasis, Books III and IV.  
Grammar. Syntax of cases; preposition; tenses; moods.  
Greek Composition. Themes twice a week.
10. Five hours a week for one semester.  
Homer. Odyssey, Book I.  
Grammar. Syntax of moods; clauses; etc.  
Greek Composition. Two themes a week built on the words and sentences of Xenophon and illustrating the rules of syntax.

Courses 7, 8, 9 and 10 are intended for the benefit of High School students who enter College without Preparatory Greek.

### ENGLISH.

1. Freshman Class—Five hours a week for two semesters.  
Precepts: Literary Aesthetics; Theory of the Beautiful, of the Sublime; Taste; Imagination; Theory of Literature.  
Poetics: Nature and kinds of poetry; elements of poetic substance and form; characteristics of Lyric and Epic Poetry.  
Fiction: Constructive principals of story-writing; elements of Fiction—plot, character, situation, purpose; Realism and Romanticism in Fiction; Development of the English Novel.  
Texts for Study: Newman's Lecture on Literature and Essay on Aristotle's Poetics; Selections from Newman, Ruskin, de Quincey, Milton, Coleridge, Wordsworth, Keats, Tennyson, DeVere.  
History of English Literature and Criticism: Anxlo-Saxon,

Semi-Saxon, Old English and Middle English Periods, the Elizabethan Age, the Transition Period the Classical Age.

Text-book: Jenkin's Handbook of English Literature.

Practice: One paper a week on subjects chiefly literary.

2. Sophomore Class—Five hours a week for two semesters.

Precepts: Oratory; nature and types of oratory; division of the oration; style in public speaking; methods of oratorical composition; principles of argumentation.

Text-book: Coppens' Art of Oratorical Composition.

History: Principles of Historical Composition; ethical requirements of history; representative English and American historians.

Texts for Study: Burke's Speech on American Taxation and Address to the Electors at Bristol; Webster's Reply to Hayne and Speech in the Knapp Trial; Commemorative Address on Adams and Jefferson; Newman's Second Spring.

History of English Literature and Criticism: The Romantic School of the Nineteenth Century; American Literature.

Text-book: Jenkin's Handbook of English Literature.

Practice: One composition a week. Analysis and criticism of speeches.

3. Junior Class—Four periods a week for two semesters.

Precepts: The Drama; Laws and Technique; Theory of the Tragic; of the Comic.

Texts for Study: Shakespeare's Plays; Interpretation, critical and comparative study.

Practice: One composition a week or every fortnight. Essays critical and philosophical.

4. Senior Class—Four periods a week for two semesters.

Precepts: Theory of expository writing; the critical and philosophical essay; stylistic and structural requirements; historical development of the English essay.

**Texts for Study:** Essays of Macauley, Newman, Brownson, Archbishop Spalding, etc. Analysis and comparative study of essays, with the emphasis laid on substance and structural organization.

**Practice:** One composition a week on subjects chiefly critical and philosophical.

## PRACTICAL ORATORY AND DEBATING.

Two hours a week for nine months, besides special conferences and help given to individuals by the Professor.

The object of this course is to train the students of the Collegiate Department to readiness and fluency in speaking before an audience. To this end it is conducted according to strict parliamentary practice as is usual in debating societies. The literary and oratorical exercises are always under the direct supervision of a member of the Faculty. They are as follows:

1. Declamation and Elocutionary Reading of extracts from the classic drama or from model orations.
2. Criticism and discussion of interpretation and delivery by the Instructor, or by critics chosen from among the more advanced members.
3. Composition and reading of stories, poems, and essays, historical, critical or personal. Careful preparation by means of extensive reading and of consultation with the Instructor is prescribed for this exercise.
4. Set orations illustrative of the precepts for oratorical compositions, on topics suited to the speaker and his hearers and written and delivered with a view to producing in the audience actually present the desired effect of convincing or of persuading to action.
5. Extempore speaking on questions discussed, or on matters of business proposed in joint session or transacted by committee.
6. The theory and practice of Parliamentary Law in deliberative assemblies. This constitutes the object of the vigilance of the chairman and of students chosen for this purpose. Extraordinary sessions, too, are called for the explicit and exclusive study of parliamentary practice.

7. Debates. The amount of time devoted to regular debates, the supervision exercised in the choice of questions, the assistance rendered in the preparation of argument, make this exercise the most profitable of all undertaken. Questions of interest of a political or historical or economic nature, prepared by a special committee, afford an opportunity to all the students to engage in general discussion.

8. Lectures. From time to time lectures and conferences are given by the Instructor or by other members of the Faculty on subjects and on methods of study of practical value.

## MATHEMATICS.

1. Five hours a week for one term.

Algebra. This course includes a study of choice, chance, variables, and limits, series, and Vector Algebra. Wentworth's complete Algebra from Chapter 22 to the end of the book.

2. Five hours a week for two terms.

Analytical Geometry. This course includes a study of Loci and their equations; the straight line, the circle, the different systems of co-ordinates, the parabola, the ellipse, the hyperbola, etc.

3. Five hours a week for two terms.

Calculus. A course in both differential and integral calculus.

4. Five hours a week for one term.

Solid Geometry. Books VI, VII and VIII of Wentworth's Plane and Solid Geometry.

5. Five hours a week for one term.

Plane Trigonometry. Instruction and use of logarithmic tables is given in connection with this course.

6. Five hours a week for one term.

Spherical Trigonometry and Surveying. A part of this course is given to the practical use of field instruments and the solution of practical problems.

## PHILOSOPHY.

1. Junior Year—Five hours a week for one semester.

## Logic—

- (a) Dialectics: The Province of Logic, formal and Material. The Foundations of Logic. The Principles of Contradiction, Identity, Causation, Excluded Middle. Simple Apprehension; modern errors. Universal Ideas. Propositions; their nature and division. Opposition and Conversion. Reasoning. The Syllogism and its Laws. Formal and Material Induction. Fallacies.
- (b) First Principles of Knowledge. Applied Logic. The Nature of Certitude; kinds and degrees. Truth. Universal Skepticism. Cartesian Doubt. Criterion of Certitude; Objective Evidence. Trustworthiness of the Senses and Intellectual Powers. Objectivity of Ideas. Belief in Human and Divine Testimony.

2. Junior Year—Four hours a week for one semester.

General Metaphysics: The concept of being. Essence and existence. Possible being. The Positivist school. Transcendentalism. Attributes of Being: Unity, Truth, Goodness. Substance and Accident. Personality. Quantity. Quality. Relation. Principle and Cause. The Principle of Causality. Perfections of Being. Infinity. Necessity. Order and Beauty.

3. Junior Year—Four hours a week for one semester.

Cosmology: Creation. Pantheism. General principles. Ancient and Modern Pantheists. Purposes and Perfection of the Universe. Laws of Nature. Miracles. Occult Powers. Spiritism. Hypnotism. Constitution of Bodies. Atomism. Dynamism. Vortex Theory. Properties of Matter. Time and Space.

4. Junior Year—Eight hours a week for one semester.

## Psychology:

- (a) Life—Vegetative, Animal, Intellectual, Organic bodies essentially different from inorganic. Life, Protoplasm.

Vital Principle, distinct from physical and chemical forces. Animals sentient, not rational. Instinct. Natural Selection. Rational life. Essential difference between sense and reason.

- (b) The Soul: A simple, spiritual substance. False theories of the Ego. Monistic theories. Individuality. Unity. Identity of the principle of the vegetative, sentient and rational life in man. Union of soul and body. Occasionalism. Scholastic doctrine. Locus of the soul. Localization of cerebral functions. Origin of the Soul. Time of Origin, Creationist Doctrine. False theories. Neo-Scholastic doctrine. Theory of Evolution.
  - (c) Origin of Ideas: The intellect and brain. Universal and abstract concepts. Innate ideas. Empiricism, Ontologism, Associationism. The Schoolmen. Doctrine of St. Thomas. Attention. Reflection. The soul's consciousness of itself. Sensation. Perception. Psychophysics. The Imagination. Estimative faculty. Sensuous appetite and locomotion. Voluntary, automatic, reflex, impulsive movements. Feeling.
  - (d) Rational Appetency: The human will. Desire and volition. Spontaneous and deliberate action. Choice. Self-control. Free will and determination. Fatalism. The emotions. Hypnotism.
5. Senior Year—Five hours a week for one-quarter semester.
- Natural Theology: The existence of God, Methods of proof. Ontologism. Traditionalism. The "Ontological Proof" of St. Anselm. Metaphysical, cosmological, moral arguments. Atheism. Agnosticism; its religious and moral consequences. The Physical and Metaphysical Essence of God. Infinite Perfection. Unity of God. Pantheism. Anthropomorphism. Immortality, Eternity and Immensity of God. The Divine Intellect and Knowledge. The Free Will and Omnipotence of God. God creating, preserving, concurring with creatures. Divine Providence.
6. Senior Year—Five hours a week for one and three-quarters term.

## Ethics and Economics:

- (a) General Ethics: Nature, object, necessity of Ethics. Fundamental principles. False theories. The ultimate end of man. Use of the present life. Human acts. Merit and accountability. Virtue and vice. Nature of morality. Standards of morality. Hedonism and Utilitarianism. The moral sense. Determinants of morality. Law. The Eternal Law. The Natural Law; its properties and sanction. Origin of moral obligation. False theories. Conscience.
- (b) Special Ethics: Rights and duties. Worship of God. Obligation of accepting Divine Revelation. Rationalism. Indifferentism. Suicide. Self-defense. Homicide. Lying and mental reservation.
- Right of ownership. Communism. Socialism. Single Tax. Modes of acquiring property. Contracts. Relations of Capital and Labor. Employers' Unions. Trade Unions. Strikes.
- Society in general. The Family. Divine institution, unity and indissolubility of marriage. Parental authority. Education. Civil society; its nature, end and origin. False theories. Forms of civil government. Citizenship. Universal suffrage. Functions of civil government; legislative, judicial, executive. Taxation. Death penalty. Freedom of worship. Freedom of the press.
- International law. Foundations of international law. Mutual relations of nations. Right of commerce. Intervention. Rights of neutrals. War and arbitration.

## CHEMISTRY.

1. General Chemistry. Three hours lectures and two hours laboratory for two semesters.
- A course of experimental lectures, recitations and problems combined with laboratory work. The purpose of this course is to acquaint the student with the fundamental principles of the science and their application to inorganic

and organic compounds. It meets the demands of a liberal education, and lays the foundation for more advanced work.

2. Qualitative Analysis. Lecture and laboratory, five hours a week for two semesters.
3. Quantitative Analysis. Lectures and laboratory, five hours a week for two semesters.
4. Organic Chemistry. Lectures, two hours a week; laboratory, two hours three times a week; two semesters.

### PHYSICS.

1. General Physics. A course of lectures, demonstrations and recitations covering in a general manner the fundamental principles of Physics.

First Semester—Mechanics, Heat, and Sound.

Second Semester—Light, Electricity, and Magnetism.

Three hours lecture and two hours laboratory for two semesters.

2. General Physics. A continuation of Course 1, involving a more extended development of the principles of Physics, the derivation and interpretation of formulas and their application to physical problems. Special attention is paid to Mechanics, Heat and Electricity.

Three hours lecture and two hours laboratory for two semesters.

### GEOLOGY.

Dynamical Geology: Winds, Weathering, Rivers, Glaciers, Lakes, the Oceans, Volcanoes, Earthquakes.

Structural Geology: Rock-forming Minerals, Composition and Structure of Rocks, Physiographic Structure.

Historical Geology: Archean, Paleozoic, Mesozoic, Cenozoic, and Psychoic Eras. (Two hours a week for two semesters.)

### ASTRONOMY.

The Doctrine of the Sphere. The Earth, Moon, Sun, Eclipses. Celestial Mechanics. The Planets and Asteroids. Comets and

Meteors. The Stars. Uranography. Practice in the use of the Transit Circle, the Equatorial, and of the Ephemeris. Calculation of Eclipses. Use of the Spectroscope. (Five hours a week for one semester.)

### BIOLOGY.

1. General Biology. Two lectures and three laboratory hours a week for two semesters.
2. General Physiology. Two lectures and three laboratory hours a week for one semester.

### PEDAGOGY.

1. History of Education. Three hours a week for two semesters. This course covers the ancient, mediaeval, and modern periods.
2. Child Study. Two hours a week for one semester. A study of the physiology and psychology of childhood with their bearing upon the science of teaching.
3. Systems in Education. Two hours a week for one semester. A comparative study of the principal systems of education.
4. Educational Psychology. Three hours a week for one semester.

A study of psychological facts in their bearing on the work of education; of physical growth in its relation to mental development; instincts; heredity; individuality; abnormalities.

5. Philosophy of Education. Two hours a week for one semester.

This course deals with the principles underlying all education and of the relative values of different curricula when tested by these principles.

6. Educational Theory and Practice. Two hours a week for two semesters.

The aim of this course is to develop within the student definite principles of instruction by means of observation, selected readings on educational methods, and by actual practice in the class room.

## EVIDENCES OF RELIGION.

### 1. Freshman Year—Two periods a week.

First Term: The Church as a means of salvation. The last things. The Christian's duties towards God. Faith, Hope and Charity.

Second Term—The virtue of religion. Direct act of religion; indirect acts. Veneration of Saints, etc. The Christian's duties towards himself and his neighbor. Christian Perfection.

Wilmers, pp. 379-399 and pp. 422-494.

### 2. Sophomore Year—Two periods a week.

First Term: Grace; actual, habitual, sanctifying. The Sacraments in general. Baptism. Confirmation.

Second Term: The Blessed Eucharist as a Sacrament and as a Sacrifice. The Sacrament of Penance. Extreme Unction. Holy Orders. Matrimony.

Wilmers, pp. 279-379.

### 3. Junior Year—Two periods a week.

First Term: Creation: The spiritual world; the material world. Man and the Fall. God the Redeemer; the person and nature of the Redeemer; the work of the Redemption.

Second Term: Christianity, a revealed religion. Revelation in general. Pre-Christian revelation. The Christian revelation. The Church; its Institution and End.

Wilmers, pp. 200-279 and pp. 1-77.

### 4. Senior Year—Two periods a week.

First Term: The Basis of Morality. Law. Conscience. Free Will. Moral good and moral evil. The Constitution of the Church. Marks of the Church.

Second Term: Teaching Office of the Church. Holy Scripture. Tradition. The Rule of Faith. The Existence of God. Nature and Attributes of God. Unity of God. The Trinity.

Wilmers, pp. 399-421 and pp. 77-200.

## HISTORY.

1. Freshman Year—Three hours a week for two terms.  
Mediaeval History. Guggenberger's History of the Christian Era, Volume 2.
2. Sophomore Year—Three hours a week for two terms.  
Modern History. Guggenberger's History of the Christian Era, Volume 3.
3. Junior Year—One hours a week for two terms.  
History of Philosophy. Turner's History of Philosophy.
4. Senior Year—One hour a week for two terms.  
History of Philosophy. Turner's History of Philosophy.

## GERMAN.

1. Five hours a week for two semesters.  
Drill in pronunciation, German script, vocabulary, grammar, and easier reading lessons. "Lehrbuch der Deutschen Sprache," by Werner-Spanhoofd to be seen entire.
2. Five hours a week for two semesters.  
A thorough review of the German Grammar; much time given to translation of English into German and attempts at original themes. Text-books: "Im Vaterland," by Bacon, and "Gluck Auf," by Mueller and Wenckebach.
3. Five hours a week for two semesters.  
German letter-writing, conversational exercises, and original themes. Text-books: "Bilder aus der Deutschen Literatur, by Keller; "Deutsche Novellen-Bibliothek," by Bernhardt; Vol. I and II of Heine's Poems, selections by White.
4. Five hours a week for two semesters.  
Selections from the German Classics: Klopstock, Goethe, Schiller, from Weber's "Dreizehn Linden" and others. Also the reading of books assigned by the Professor with brief written appreciation of them.

## ELECTIVES.

Eight hours a week in the Junior and eleven hours a week in the Senior year must be devoted to electives. These are to be taken from the following list, with the approval of the Dean of the College:

Mathematics (Analytical Geometry).

Mathematics (Calculus).

Astronomy.

Political Economy.

History of Philosophy.

Greek (Junior Year only).

German, French.

Latin (Junior Year only).

Pedagogy.

Geology.

Chemistry (analytical).

Chemistry (organic).

Biology.

Physics.

Public Speaking.

Descriptive Geometry and Mechanical Drawing, etc., etc.

# **The Creighton High School**

### Creighton High School.

The instruction given at the Creighton High School, besides being a preparation for college, aims at imparting an education such as is usually given in the best High Schools and Academies. It comprises four classes, corresponding to the four years' classical course of approved High School.

As it is one of the main ends of education to develop in the youthful mind the habit of clear and accurate thinking, much attention is given the first year or two, to the analysis and synthesis of sentences, and in general, to the story of grammatical rules and principles. This is all the more insisted upon because a thorough knowledge of Etymology and Syntax is the only sound basis for the more advanced work of reading and literary interpretation. For the same reasons, authors are studied with much care and minuteness, with a view to thoroughness rather than to extensive reading in the Latin and Greek authors. A little well thought out is more effective towards true education than a great deal that is ill-digested and imperfectly understood.

Much more stress is laid on the subject of Latin composition than is usual in High Schools, for the reason that the value of the study of Latin, as an educational instrument, rests in no small measure on the work of composition. The reading of Latin, as it is usually practiced, requires comparatively little mental effort; but translation from English into Latin forces thought and reflection. There is scarcely an intellectual process which the young student has to go through that requires more reflection and alertness of mind, a more concentrated attention and a clearer insight into the precise meaning of language than the task of "reproducing in an ancient tongue the thoughts and sentences of modern speech." If Latin deserves to be retained as an instrument of training, Latin composition deserves to be studied well.

In Mathematics, Physical Science, and other studies, the programme here set down follows the usual division of subjects in approved High School courses. The course in English is particularly thorough and complete. Gradual and harmonious development on a systematic basis has ever been the aim in the selection and gradation of all these studies.

Besides the regular course-classes there is a Special Latin and

Greek Class maintained to enable High School students, who have not taken Latin or Greek, to repair that deficiency. For entrance to this Special Class it is required that a student shall have made at least one year of High School studies. In this class double time is given to the study of Latin and Greek, and as soon as a student has graded up in Latin and Greek to the standing of the Class for which he is certified in English, History and Mathematics he will be at once transferred to that class.

This class is also open for Greek to students who have qualified for Freshman Class in Creighton College in all requirements except Greek.

### **Requirements for Admission.**

1. All applicants for admission must give satisfactory evidence of good moral character.
2. Candidates who have successfully completed the eighth grade in a parochial or public school will be admitted without examination.
3. All other candidates for admission must pass a satisfactory examination in the following subjects:

#### **ENGLISH.**

Grammar: Parts of speech; cases; tenses; voice, active and passive; classification of sentences; parsing; analysis of complex sentences.

Composition: A short letter or narrative to test the candidate's ability to write grammatical English.

#### **ARITHMETIC.**

Fractions, common and decimal; denominate numbers; measurements; percentage, including commission, stock and bonds, simple and compound interest, discount; ratio and proportion; square and cube roots.

#### **HISTORY.**

Principal epochs and events of the history of the United States; some knowledge of the chief actors in these events; causes and results of great governments and wars.

## GEOGRAPHY.

Division of the world into continents; political division of the continents; form of government of each country, its chief cities, its great rivers and products, etc.

## The Creighton University High School Prescribed Course.

## FIRST YEAR.

Subjects. First Term.	Periods. ..	Time. ...	Subjects. Second Term.	Periods. ..	Time. ...
Christian Doctrine ...	2	30	Christian Doctrine ...	2	30
Latin .....	5	60	Latin .....	5	60
English .....	5	50	English .....	5	50
Greek History .....	5	50	Greek History .....	5	50
Algebra .....	5	45	Algebra .....	5	45

## SECOND YEAR.

Christian Doctrine ...	2	30	Christian Doctrine ...	2	30
Latin .....	5	60	Latin .....	5	60
Greek .....	5	50	Greek .....	5	50
English .....	5	45	Roman History .....	3	50
Roman History .....	3	50	Algebra .....	5	45
Algebra .....	5	45	English .....	5	45

## THIRD YEAR.

Christian Doctrine ...	2	30	Christian Doctrine ...	2	30
Latin .....	5	60	Latin .....	5	60
Greek .....	5	50	Greek .....	5	50
English .....	5	45	English .....	5	45
American History ...	3	50	American History ...	3	50
Geometry, Plane .....	5	45	Geometry, Plane .....	5	45

## FOURTH YEAR.

Christian Doctrine ...	2	30	Christian Doctrine ...	2	30
Latin .....	5	60	Latin .....	5	60
Greek .....	5	50	Greek .....	5	50
English .....	5	45	English .....	5	45
Mediaeval History ...	3	30	Mediaeval History ...	3	30
Geometry, Solid .....	5	45	Trigonometry, Plane..	5	45
Physics .....	5	45	Physics .....	5	45

## Schedule of Studies.

### LATIN.

First Year—Ten periods of 60 minutes each.

Precepts: (First and Second Terms) Etymology; rules of concord of noun, adjective, relative, and verb. Bennett's Grammar.

Practice: Short exercises and daily oral drill. The exercises are arranged by the instructor.

Author: (Second Term) Viri Romae.

Memory: Pupils are required to learn by heart about ten vocables a day. These vocables are used in the daily oral and written exercises.

Second Year—Five periods of 60 minutes each.

Precepts: (First Term) First year matter reviewed, including exceptions; irregular, defective and impersonal verbs, adverbs and prepositions.

(Second Term) Chief rules for cases. Also the grammatical notes in Arnold to No. 177.

Authors: (First Term) Viri Romae and Nepos' Lives.

(Second Term) Nepos' Lives.

Sight Reading: (Both Terms) Parts of authors not seen thoroughly.

Practice: (Both Terms) Arnold's Latin Prose Composition from the beginning of the book to No. 177; also supplementary exercises, No. 541.

Memory: (Both Terms) Important verbs with their principal parts as given in Bennett, No. 120, etc., eight or ten a day.

Third year—Five periods of 60 minutes each.

Precepts: (First Term) Review of the syntax of nouns; syntax of adjectives and pronouns.

(Second Term) Syntax of verbs.

Authors: (First Term) Caesar, de Bello Gallico.

(Second Term) Caesar, de Bello Gallico, and Cicero's Letters.

Sight Reading: (Both Terms) Parts of authors not read thoroughly.

Practice: (Both Terms) Bradley's Arnold, from No. 177 to No. 382.

Fourth Year—Five periods of 60 minutes each.

Precepts: (First Term) Review of syntax of nouns, adjectives, pronouns, and verbs to the moods.

(Second Term) Review of the rest of syntax; word-order, sentence-structure, and style; Julian Calendar, Prosody.

Authors: (First Term) Cicero, In Catilinam, I, III, pro Archia; Ovid's Metamorphoses.

(Second Term) Virgil's Eclogues; Aeneid, books I, II.

Sight Reading: Selections from Virgil's Eclogues, Georgics, or Aeneid.

Practice: (Both Terms) Bradley's Arnold, from number 382 to end of book. Review of the more difficult exercises. Translation of connected discourse.

Memory: A few lines from author daily.

## GREEK.

Second Year—Five periods.

Precepts: (Both Terms) Declension of nouns, regular and irregular; adjectives; the regular verb. Kaegi-Kleist's Grammar, Nos. 1 to 80.

Practice: Two themes a week; frequent written class exercises; a written review once a week.

Memory: Six or eight words daily.

Third Year—Five periods.

Precepts: (First Term) The regular verb repeated; contract verbs; pure, mute, and liquid verbs. Kaegi-Kleist Nos. 80-98.

(Second Term) Verbs in *mi*; irregular verbs, Nos. 90 to 112 inclusive; syntax to cases, Nos. 114 to 131.

Authors: (First Term) White's First Greek Book.

(Second Term) Xenophon's Anabasis, books I and II.

Practice: (Both Terms) A theme twice a week. Frequent written class exercises.

Memory: Word-list from the Grammar and the author.

Fourth Year—Five periods.

Precepts: (First Term) Syntax of cases; prepositions; tenses; moods, Nos. 131 to 176.

(Second Term) Moods, clauses, verbal nouns and adjectives; particles, Nos. 176 to 208.

Authors: (First Term) Xenophon's *Anabasis*, books III and IV.

(Second Term) Homer's *Odyssey*, book I.

Sight Reading: Xenophon's *Anabasis* or *Cyropoedia*.

Practice: (Both Terms) Two themes a week, built on the words and sentences of Xenophon, and illustrating the rules of syntax.

## ENGLISH.

First Year—Five periods.

Precepts and Practice: Analysis and sentence-building, punctuation and occasional practice in letter-writing.

Text-Books: McNichol's *Fundamental English* and Ryan's *Studies in Irving*.

Texts for Study: Irving, *The Sketch Book*; Hawthorne, *Tanglewood Tales*; Dickens, *Christmas Carols*; Goldsmith, *Deserted Village*; Longfellow, *Evangeline*; Whittier, *Snowbound*; Scott, *Lady of the Lake*.

Memory: From the authors reads in class.

Second Year—Five periods.

Precepts and Practice: The period; development and imitation of periods; the paragraph; constructive principles of the paragraph; analysis and imitation of paragraphs.

Text-Books: Donnelly's *Imitation and Analysis*, and Ryan's *Studies in Irving* as a companion book for work in composition.

Texts for Study: Hawthorne, *The Great Stone Face*, *The Snow Image*; Poe, *The Gold Bug*, *The Purloined Letter*; Wiseman, *Fabiola*; Macauley, *Lays of Ancient Rome*; Longfellow, *Tales of a Wayside Inn*; Bryant, *Selections*; Arnold, *Sorab and Rustum*.

Memory: From the authors read in class.

Third Year—Five periods.

Precepts and Practice: Thorndike, Elements of Rhetoric and Composition; Sentences, Words, Good Use.

Texts for Study: Lamb, Select Essays of Elia; De Quincey, Flight of a Tartar Tribe; Newman, Callista; Lafcadio Hearn, Chita; Tennyson, The Holy Grail, The Passing of Arthur; De Vere, Denville's Selections; Drake, Culprit Fay; Lowell, Vision of Sir Launfal.

Memory: From the authors read in class.

Fourth Year—Five periods.

Precepts and Practice: The four species of prose composition; versification; essays.

Text-Book: Thorndike's Elements of Rhetoric and Composition.

Texts for Study: Macauley, Select Essays; Newman, Prose Selections; Addison, Selections from the Spectator; Burke, Conciliation with the Colonies; Wordsworth, Selections; Moore's Melodies; Shakespeare, Merchant of Venice or Macbeth.

Memory: From the authors read in class.

## PUBLIC SPEAKING AND DEBATING.

Two hours once a week, nine months, besides special help given to individuals by the Professor.

The object of this course is essentially the same as that of the corresponding course in the Collegiate Department, to acquire ease and fluency in addressing an audience. The work undertaken to this end by the students of the High School Department is, however, of necessity, more restricted in its scope than that of the College course. Absolute grammatical correctness and propriety of diction in composition form the requisites for admission, and this proficiency in extempore speaking, together with an apt and graceful delivery, should be the constant aim of the student at this stage of his progress. The exercises adopted with the view to attain such proficiency afford ample opportunity for higher development.

Exercises:

1. Declamation and elocutionary reading of selections in prose

or verse, followed by judicious criticism for the benefit of all the students by the Instructor, a member of the Faculty.

2. The writing and reading of original papers on topics of interest, with special attention paid to precision and elegance of language and to correctness of taste.

3. Reviews of select pieces of standard literature and estimates of character chiefly in classic fiction.

4. Discussion of the merits and influence of great men in history; of national movements, etc., as studied in class.

5. Regular debates on questions within the mental range of the members, involving careful preparation, clear, and logical treatment of argument, and a forceful and easy delivery.

6. Off-hand speaking in rebuttal of argument or in the transaction of business.

## MATHEMATICS.

First Year—Five periods.

(First Term)—Algebra,—from the beginning to Common Factors. Chapter one to seven, exclusive, of Wentworth's Complete Algebra.

(Second Term) Common Factors to Simultaneous Equations of the first degree. Also Loci of Equations. Chapters seven to eleven and Chapter thirty-two of Wentworth's Complete Algebra.

Second Year—Four periods.

(First Term) Algebra—Simultaneous Equations to Intermediate Equations. Chapter eleven to sixteen of Wentworth's Complete Algebra.

(Second Term) Algebra.

Third Year—Four periods.

(First Term) Wentworth's Plane and Solid Geometry, books I and II.

(Second Term) Wentworth's Plane and Solid Geometry, books III, IV, and V.

Fourth Year—Four periods.

(First Term) Wentworth's Plane and Solid Geometry, books VI, VII, and VIII.

(Second Term) Plane Trigonometry, Chapters one to five.

### HISTORY.

First Year—Two periods.

Oriental and Grecian History. Text-book: Morey's Outlines of Ancient History.

Second Year—Two periods.

History of Rome. Text-book: Morey's Outlines of Ancient History.

Third Year—Two periods.

History of the United States. Text-book: Montgomery's History of the United States, and Macy's Lessons in Civil Government.

Fourth Year—Two periods

Guggenberger's History of the Christian Era.

### CHRISTIAN DOCTRINE.

First Year—Two thirty-minute periods.

Faith—Its object, necessity and qualities. The Apostle's Creed.

Text-book: Deharbe's Large Catechism.

Second Year—Two thirty-minute periods.

The Commandments of God, Precepts of the Church, Sin and Virtue.

Text-book: Deharbe's Large Catechism.

Third Year—Two thirty-minute periods.

Coppen's Systematic Study of the Catholic Religion, Treatise IV, from Grace to the end of the book.

Fourth Year—Two thirty-minute periods weekly.

Coppen's Systematic Study of the Catholic Religion, Treatise I, The Christian Revelation, to Treatise IV.

### PHYSICS.

Fourth Year—Five periods.

(First Term) Carhart and Chute's First Course in Physics.

Kinematics; Dynamics; Properties of Matter, Dynamics of Fluids; Energy of Mass Vibration; Molecular Vibration; Molecular Dynamics.

(Second Term) Carhart and Chute's First Course in Physics.

Ether Dynamics: Radiation; Light; Electrostatics; Electrodynamics.

Lecture with experimental demonstration, four periods; Laboratory work, one period of two hours.

### MODERN LANGUAGES.

Course I. *German*—Three half-hours a week, one year.

(a) Precepts. Syntax completed. Comparison of idioms in English and German.

(b) Practice. Exercises in translation, both oral and written.

(c) Authors: Classic selections at the option of the Professor.

Course II. *German*—Three half-hours a week, one year.

(a) Precepts. Etymology.—Fundamental Rules of Syntax.—Idioms.

(b) Practice. Reading exercises, oral and written, in translation.

(c) Authors: Extracts from grammar.

Course III. *French*—Three half-hours a week, one year.

(a) Precepts. Review of irregular verbs.—Syntax completed.

(b) Translation. Oral and written translation.

(c) Authors: Selections at the option of the Professor.

Course IV. *French*—Three half-hours a week, one year.

(a) Precepts. Etymology to irregular verbs.—Easier rules of syntax.

(b) Practice. Reading.—Oral and written translation.

(c) Authors: Extracts from grammar.

## College Register.

Barrett, Francis A.....	Sophomore
Beveridge, John V.....	Sophomore
Boyle, Stephen A.....	Senior
Bowden, Roy B.....	Freshman
Burke, Paul A.....	Freshman
Burns, Frank.....	Sophomore
Bushman, Lawrence.....	Freshman
Cahill, Philip J.....	Senior
Cahill, Robert A.....	Freshman
Cashman, Pierce.....	Freshman
Chevalier, Hector.....	Sophomore
*Choquette, Rene E.....	Freshman
Collins, Dennis.....	Freshman
Collins, Richard W.....	Sophomore
Connell, Robert D.....	Senior
Connolly, Earl A.....	Freshman
Conroy, John T.....	Freshman
Costello, Edward J.....	Senior
Coupal, Vital P.....	Freshman
Cunningham, Edward J.....	Freshman
Dieringer, Stephen.....	Sophomore
Festner, F. Julius.....	Senior
Flaherty, William J.....	Freshman
Flanagan, Edward Le Roy M.....	Freshman
Gaffy, Daniel J.....	Freshman
Gibb, George.....	Freshman
Gillespie, Paul B.....	Sophomore
Hamilton, Charles W.....	Sophomore
Hamilton, Raphael N.....	Sophomore
Harrington, George.....	Sophomore
Harrington, Paul C.....	Freshman
Haverly, Norman J.....	Freshman
Haun, Henry J.....	Freshman
Heafey, Morgan J.....	Freshman
Hennessey, Benedict A.....	Freshman
Hofmann, William P.....	Freshman
Horan, Raymond E.....	Freshman
Jamieson, Alexander W.....	Sophomore
Kavanagh, Louis D.....	Senior
Keenan, Thomas J.....	Senior
Kelly, William L.....	Sophomore
Kennedy, M. Louis.....	Freshman
Kennedy, Thomas S.....	Senior
Krajicek, John.....	Sophomore
Kuhr, Hans H.....	Special
Lancaster, Joseph L.....	Freshman
Lanphier, Basil C.....	Senior
Laporte, Romeo J.....	Freshman
Lentz, Carlisle S.....	Freshman
**Lowe, John J.....	Freshman

\* Died November 7, 1911.

\*\* Died March 18, 1912.

McAvoy, Preston T.....	Sophomore
McCarthy, Cyril E.....	Freshman
McDermott, Edward L.....	Freshman
McDermott, Francis J.....	Freshman
McEniry, Charles .....	Freshman
McMahon, Emmett .....	Sophomore
Macauley, James H.....	Sophomore
Meade, James P.....	Freshman
Miller, Maurice R.....	Senior
Moore, John P.....	Freshman
Moore, Lewis W.....	Senior
Muffitt, Deiss E.....	Senior
Murphy, Jeremiah M.....	Freshman
Nelson, Theodore E.....	Sophomore
Norris, Thomas J.....	Senior
O'Connor, John J.....	Senior
Peterson, Curtiss J.....	Sophomore
Polski, John L.....	Sophomore
Quinn, Michael A.....	Senior
Riley, George L.....	Senior
Russum, B. Carl.....	Senior
Ryan, Leo E.....	Freshman
Ryan, Leo M.....	Sophomore
Ryan, Mark J.....	Senior
Scanlon, John T.....	Freshman
Simmons, Ernest P.....	Sophomore
Spellman, John J.....	Senior
Stuart, Donald L.....	Sophomore
Sullivan, Edward J.....	Freshman
Sullivan, Harry .....	Freshman
Sullivan, Henry L.....	Sophomore
Sullivan, Omer P.....	Sophomore
Smyth, Bernard .....	Freshman
Tamisiea, John E.....	Freshman
Tobin, D. Paul.....	Senior
Watters, William E.....	Freshman
Wells, Chester A.....	Sophomore
Whelan, Joseph .....	Freshman
Whittaker, John R.....	Senior

### High School Register.

Abboud, George .....	First Year
Adams, Joseph L. F.....	Third Year
Albers, John F.....	Fourth Year
Alfonso, Emilio .....	Second Year
Allavie, John J.....	First Year
Alvey, Carlos B.....	Special
Arkfeld, Lyman J.....	First Year
Aspinwall, Maurice B.....	Second Year
Baisch, J. Arthur.....	Special
Baldwin, Grove .....	Fourth Year
Banker, George R.....	First Year
Barr, Elmer Louis.....	Second Year

Growney, Lawrence E.....	Second Year
Halpine, James .....	Second Year
Hanfelt, Clarence T.....	First Year
Hanighen, John J.....	Third Year
Hansen, John W.....	First Year
Hardy, Ettienne .....	First Year
Harrington, M. John.....	First Year
Hartnett, James C.....	Fourth Year
Hebert, Alphonsus J.....	First Year
Hecker, Joseph .....	Third Year
Hegarty, Michael J.....	First Year
Heese, Frank .....	First Year
Heese, Joseph .....	First Year
Higgins, John J.....	First Year
Hinckle, Charles D.....	Third Year
Hirschman, Sidney H.....	First Year
Hoffman, Emil L.....	Fourth Year
Holbrook, Cyril L.....	First Year
Holbrook, William .....	Second Year
Hoskobec, Bernard J.....	First Year
Houlahan, John E.....	Second Year
Houk, William E.....	Second Year
Houlton, Thomas L.....	Second Year
Howard, Maurice .....	Fourth Year
Hughes, Anthony J.....	Second Year
Jaspers, Edward J.....	Fourth Year
Johnson, Franklin .....	Fourth Year
Joy, Albert J.....	Third Year
Kane, Emmett .....	First Year
Kane, Leo D.....	Third Year
Kanne, Charles .....	Third Year
Karlovsky, Wenceslaus .....	Fourth Year
Kastner, Norman .....	Fourth Year
Kavanagh, Peter D.....	First Year
Keane, Thomas F.....	Third Year
Kearney, Alfred L.....	Third Year
Keegan, Donald J.....	Second Year
Kelly, Daniel J.....	Fourth Year
Kelly, Raphael J.....	First Year
Kelly, Roger F.....	Second Year
Kelly, William P.....	Special
Kennebeck, John B.....	First Year
Kennebeck, Lambert B.....	Fourth Year
Kennebeck, Paul A.....	First Year
Kennedy, Joseph A.....	Second Year
Kennedy, Joseph M.....	Second Year
Kieny, John .....	Second Year
King, Emmett A.....	First Year
Kleffner, George F.....	First Year
Kloke, Richard .....	First Year
Kruger, Bart J.....	Third Year
Lafferty, Charles E.....	Third Year
Landgraf, Ernest W.....	Special
Lane, Harry J.....	Third Year

Lanouette, Hugo	Fourth Year
Laughlin, William	First Year
LaViolette, Gerald E. A.	Fourth Year
Leahy, Bartholomew	First Year
Leahy, Arthur F.	First Year
Ledwidge, Robert	Third Year
Lee, George A.	Fourth Year
Leuck, Bernard P.	First Year
Linahan, Harold C.	Second Year
Lite, Henry C.	First Year
Long, Clifford	Second Year
Looschen, Paul O.	Second Year
Lovely, Frank T.	Third Year
Lowe, Kenny J.	Second Year
Lowry, Edward F.	First Year
Luce, Merle J.	Second Year
Lynch, John	Second Year
Lyons, Jerry	Second Year
McAvoy, John C.	First Year
McCabe, Eugene	Second Year
McCaffrey, Edward H.	Fourth Year
McCaffrey, John G.	Third Year
McCarthy, Daniel H.	Third Year
McCarthy, Emerson J.	Second Year
McCarthy, John	Second Year
McCarthy, M. Leo	Fourth Year
McCauley, William	Second Year
McCrann, Patrick M. A.	Third Year
McDermott, William O.	Second Year
McDonald, James B.	Special
McElligott, James Leo	First Year
McGowan, John G.	First Year
McGowan, Patrick	Fourth Year
McKenna, Harold F.	First Year
McKenna, Lee R.	Second Year
McKeown, Frank	First Year
McMahon, Cecil M.	Third Year
McManus, Francis W.	First Year
McNulty, John P.	First Year
McQuiston, Morgan J. A.	Second Year
Mackay, Marion	First Year
Madden, William E.	Third Year
Madura, Thaddeus M.	First Year
Mahoney, David	Second Year
Mahoney, Francis	First Year
Malloy, Patrick J.	First Year
Mannion, John E.	Second Year
Martin, Charles E.	Third Year
Martin, James W.	Third Year
Martin, Thomas J.	Fourth Year
Massey, Robert L.	Second Year
Mathews, Wm. Curtin	First Year
Mergen, Henry N.	First Year
Meyen, Bert	Fourth Year

Monahan, Charles A.....	Third Year
Monty, Francis D.....	First Year
Moore, J. Leo.....	Special
Morgan, Chester .....	Special
Morrissey, Horace J.....	Third Year
Morrow, George F.....	Special
Morton, Robert A.....	First Year
Mostyn, Thomas .....	Second Year
Muldoon, James .....	Special
Mulick, Francis M.....	Second Year
Mulvihill, Stephen J.....	Special
Murphy, Thomas J.....	First Year
Nester, Francis B.....	First Year
Nicholas, Edmund J.....	Special
Noonan, William J.....	Fourth Year
Nye, Clement D.....	Fourth Year
Oberreuter, Anthony A.....	Third Year
Oberreuter, John E.....	Fourth Year
O'Brien, Thomas J.....	Second Year
O'Connell, Leo .....	First Year
O'Donnell, Raymond .....	Fourth Year
Offerman, Arthur J.....	Fourth Year
O'Hara, Claud J.....	First Year
O'Leary, John .....	Second Year
O'Neil, Edward E.....	Second Year
O'Neil, James J.....	Second Year
O'Neil, Francis W.....	Third Year
O'Neil, Laud .....	First Year
O'Neil, Marshall .....	First Year
O'Neill, William Hayes.....	Second Year
Ormsby, John J.....	Third Year
Owen, Jason J.....	First Year
Parks, Robert M.....	First Year
Penny, Francis .....	Third Year
Petersen, Perry J.....	First Year
Peterson, Grover .....	First Year
Peterson, Robert C.....	Second Year
Pfaff, Leo G.....	Third Year
Planck, Emery W.....	Fourth Year
Pollock, John .....	First Year
Porter, Dwight .....	Second Year
Powers, Edmund .....	First Year
Powers, Francis R.....	Second Year
Powers, James M.....	Second Year
Preisman, Bernard .....	First Year
Ragan, Vernon .....	First Year
Rayman, Louis .....	Second Year
Reading, Hubert A.....	Second Year
Redwood, Charles .....	First Year
Reifenrath, Daniel .....	Second Year
Reifenrath, Isidor .....	Second Year
Reinhardt, George .....	Second Year
Rommel, William A.....	First Year
Rew, Clarence .....	Second Year

Riehl, Frank A.....	First Year
Riley, George A.....	Third Year
Riley, Leo E. A.....	Fourth Year
Roach, Thomas E.....	Third Year
Roberts, J. Francis.....	Fourth Year
Roche, Valentine .....	First Year
Rodgers, Leo J.....	First Year
Rogers, Charles .....	First Year
Ruby, James Richard.....	First Year
Russell, James P.....	Second Year
Ryan, Earl C.....	First Year
Ryan, Gerald E.....	Second Year
Sampson, Herbert A.....	Special
Saner, Vincent M.....	First Year
Schall, John S.....	Third Year
Scott, Leonard T.....	First Year
Sedin, Elmer .....	Second Year
Setchell, Carl .....	Fourth Year
Seybert, Francis .....	First Year
Seydel, Michael .....	Third Year
Shanahan, James A.....	First Year
Shaw, Frank L.....	Second Year
Sheehy, Cyril E.....	Special
Shields, John P.....	First Year
Shirley, Paul V.....	Second Year
Shoemaker, Milton .....	First Year
Shonka, Emil .....	Third Year
Sloan, Nicholas .....	First Year
Sluyter, Samuel C.....	First Year
Smith, Eugene .....	Second Year
Smith, Fred Kirby.....	Third Year
Smith, John E.....	Second Year
Smith, Roy .....	Third Year
Smith-Fryer, Stanley .....	First Year
Smyth, Edward L.....	Third Year
Sorensen, Walter W.....	Third Year
Spellman, Frank J.....	Second Year
Squires, Frank J.....	First Year
Steele, Samuel O.....	First Year
Straub, Raymond A.....	First Year
Stryker, Garold .....	First Year
Strahl, E. Nicholas.....	Second Year
Stuart, Cecil C.....	Second Year
Suber, James P.....	Third Year
Sullivan, Anthony J.....	Fourth Year
Sullivan, John J.....	Second Year
Svoboda, Joseph P.....	Fourth Year
Thrane, Walter .....	First Year
Torrey, Earl B.....	Special
Truman, Ernest W.....	First Year
Vampola, Ludwig A.....	First Year
Vandezande, Leonard F.....	Second Year
Walker, Francis F.....	Third Year
Wanek, Clarence E.....	Third Year

Webber, Paul .....	Second Year
Welsh, Edward .....	Second Year
Welsh, Thomas M.....	First Year
Welsh, William .....	Fourth Year
Wheeler, Clarence .....	First Year
White, John J.....	First Year
Williams, Leslie F.....	Third Year
Williams, Patrick H.....	Second Year
Wilson, George Homer.....	First Year
Winchell, D. Bert.....	Special
Wolf, Walter M.....	Second Year
Woodruff, Ralph .....	Second Year
Worthing, Willard Z.....	First Year
Wozniak, Francis L.....	Second Year
Yocum, Reuben J.....	First Year
Zimmerer, Charles G.....	Fourth Year

### University Enrollment.

High School .....	352
Arts and Sciences .....	89
Law .....	125
Medicine .....	194
Dentistry .....	82
Pharmacy .....	130
Total .....	972

**CONFERRING OF DEGREES—JUNE 20, 1912.**

The Degree of Master of Arts was conferred upon:

Alexander Brungardt	Francis R. Mullen
Howard H. Craney	Charles W. Peasinger
Thomas S. Donnelly	Henry Willard Quigley
John R. Dwyer	Gerard V. Rademacher
Bernard Kennedy	Nathan O. Reynolds
George Keyser	Hubert C. Robertson
Edward F. Leary	

The Degree of Bachelor of Arts was conferred upon:

Stephen A. Boyle	Deiss Edmund Muffitt
Philip J. Cahill	Thomas J. Norris
Robert D. Connell	John J. O'Connor
Edward J. Costello	Michael A. Quinn
F. Julius Festner	George L. Riley
Louis D. Kavanagh	B. Carl Russum
Thomas J. Keenan	Mark J. Ryan
Thomas S. Kennedy	John J. Spellman
Basil C. Lanphier	D. Paul Tobin
Maurice R. Miller	John Reginald Whittaker
Lewis W. Moore	

The following A. B. men, having fully qualified in the Department of Pedagogy, have been granted University First Grade Teachers' Certificates by authority of the State Superintendent of Public Instruction:

Stephen A. Boyle	Thomas J. Norris
Philip J. Cahill	John J. O'Connor
Edward J. Costello	Michael A. Quinn
Robert D. Connell	B. Carl Russum
F. Julius Festner	George L. Riley
Louis D. Kavanagh	Mark J. Ryan
Basil C. Lanphier	John J. Spellman
Lewis W. Moore	John Reginald Whittaker
Deiss Edmund Muffitt	

## AWARD OF MEDALS.

Honor Medal, Class of 1912.....	F. Julius Festner
Evidences of Religion Medal.....	Mark J. Ryan
Oratorical Medal.....	Preston T. McAvoy
Sophomore Class Medal.....	Omer P. Sullivan
Freshman Class Medal.....	Romeo J. Laporte
Fourth Year High Medal, Div. A.....	Louis H. Bruckner
Fourth Year High Medal, Div. B.....	Daniel J. Kelly
Third Year High Medal, Div. A.....	Norman T. Bourke
Third Year High Medal, Div. B.....	Cecil M. McMahon
Second Year High Medal, Div. A.....	Daniel F. Reifenrath
Second Year High Medal, Div. B.....	Charles F. Bongardt
Second Year High Medal, Div. C.....	Thomas J. Mostyn
Special Class Medal.....	William P. Kelly
First Year High Medal, Div. A.....	Edward J. Carvill
First Year High Medal, Div. B.....	Francis McManus
Elocution, College Department.....	Stephen A. Boyle
Elocution, High School Dept., Sec. 1.....	Arthur A. Dailey
Elocution, High School Dept., Sec. 2.....	Paul M. Bohan
Elocution, High School Dept., Sec. 3.....	John McAvoy

---

## COMMENCEMENT PROGRAM—JUNE, 1912.

June 20:

The Orpheum Theatre, 8:15 P. M.

Graduating Exercises, Class of 1912.

June 21:

University Chapel (St. John's Church), 8:30 A. M.

Solemn High Mass.

Baccalaureate Sermon, Prof. Aloysius C. Kemper.

University Auditorium, 10:30 A. M.

Undergraduate Exercises.

Distribution of Medals.

## Directory

---

President—Rev. Eugene A. Magevney, S. J., Twenty-fifth and California Streets, Omaha, Neb.

The Dean—Creighton College of Arts, Twenty-fifth and California Streets, Omaha, Neb.

The Dean—Creighton College of Medicine, Fourteenth and Davenport Streets, Omaha, Neb.

The Dean—Creighton College of Law, 210 South Eighteenth Street, Omaha, Neb.

The Dean—Creighton College of Dentistry, 210 South Eighteenth Street, Omaha, Neb.

The Dean—Creighton College of Pharmacy, 1410 Davenport Street, Omaha, Neb.

# INDEX

---

	PAGE
Calendar .....	2
Officers and Faculty .....	4
System of Education .....	6
Expenses .....	11
Regulations .....	12
College Organizations .....	14
Gifts to the Library .....	18
College Departments .....	22
Entrance Requirements—	
College of Liberal Arts .....	25
Creighton High School .....	49
Collegiate Course of Studies .....	32
The Creighton High School Course of Studies .....	51









C  
62a5  
13/14

UNIVERSITY OF ILLINOIS LIBRARY

SEP 4 1919

...The...  
**Creighton University**  
**Bulletin**

VOL. 5

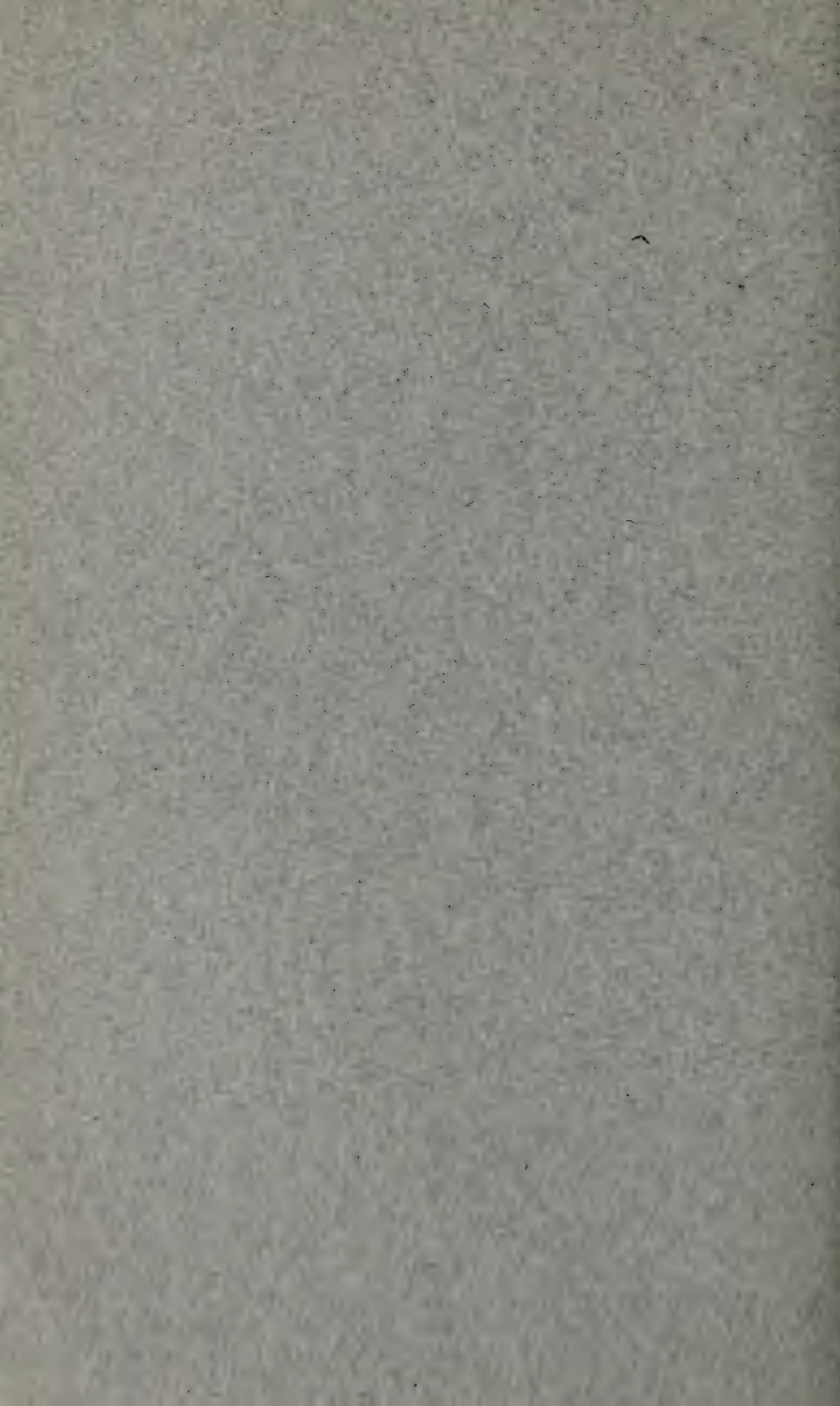
JULY

No. 5

ANNOUNCEMENT  
of the  
CREIGHTON COLLEGE OF ARTS  
AND SCIENCES  
1913-1914



Published monthly from March to July by The Creighton University,  
Omaha, Nebraska. Entered as Second Class matter, March 20, 1909,  
at the Postoffice at Omaha, Nebraska, under the act of July 16, 1894.



**ANNOUNCEMENT**  
**OF THE**  
**College of Arts and Sciences**  
**1913-1914**

# Calendar 1913-1914

---

## 1913

- August 30—Entrance Examinations.  
September 2—Registration.  
September 3—Session begins. First Semester.  
September 4—Conditioned Examinations, Latin and English.  
September 5—Conditioned Examinations, Greek and History.  
September 6—Conditioned Examinations, Mathematics and Sciences.  
September 13—Solemn Mass of the Holy Ghost.  
September 15—Sodalities Reorganize.  
September 17—Oratorical and Literary Societies Reorganize.  
October 20—First Quarterly Examinations.  
October 31—November Assembly.  
November 15—President's Day.  
November 27—Thanksgiving Day.  
December 6—Preliminary Oratorical Contest.  
December 8—Second Quarterly Examinations.  
December 22—December Assembly.  
Christmas Recess Begins.

# 1914

January	2—Classes Resume.
January	14—Annual Oratorical Contest.
January	26—Mid-Year Examination of Seniors—Calculus.
January	30—Mid-Year Examination of Seniors—Philosophy.
February	1—Second Semester.
February	7—Founders' Day. Solemn Memorial Exercises in honor of Edward Creighton and Count John A. Creighton. Faculty Reunion.
February	16—Third Quarterly Examination.
February	20—Nebraska State Oratorical Contest.
February	22—Washington's Birthday.
February	28—March Assembly.
March	11—Intercollegiate English Contest.
April	6—Annual Retreat.
April	9—Easter Recess Begins.
April	15—Intercollegiate Latin Contest.
May	1—Fourth Quarterly Examinations.
May	4—Catechetical Essays Submitted.
May	6—Academic Elocution Contest.
May	13—College Elocution Contest.
May	15—Repetitions Begin.
June	1—Annual Examinations of Senior Class—Astronomy.
June	5—Annual Examinations of Senior Class—Evidences of Religion.
June	8—Annual Examination of Senior Class—Philosophy.
June	9—Annual Examinations—Undergraduate Department.
June	20—Commencement Day.

## **BOARD OF TRUSTEES.**

---

REV. EUGENE A. MAGEVNEY, S. J.,

President.

REV. THOMAS J. LIVINGSTONE, S. J.,

Treasurer.

REV. W. P. WHELAN, S. J.,

Secretary.

REV. F. X. McMENAMY, S. J.,

Vice-President.

REV. M. M. BRONGEEST, S. J.,

---

## **OFFICERS AND FACULTY.**

---

REV. EUGENE A. MAGEVNEY, S. J.,

President of the University and Lecturer on the History of Education.

REV. FRANCIS X. McMENAMY, S. J.,

Dean of the College and Principal of the High School.

REV. JOHN C. KELLY, S. J.,

Chaplain.

REV. WILLIAM T. KINSELLA, S. J.,

Librarian.

REV. FREDERICK A. MEYER, S. J.,

Professor of Psychology, Ethics.

REV. WILLIAM F. RIGGE, S. J.,

Professor of Physics, Astronomy, Geology.

DAVID F. HICKEY, S. J.,

Professor of Chemistry, Mathematics.

REV. ISAAC H. BOSSET, S. J.,

Professor of Latin, Greek and English Literature in Sophomore Class; Lecturer on Systems of Education and Methodology.

REV. ALBERT R. WISE, S. J.,

Professor of Latin, Greek, and English Literature in Freshman Class; Professor of Public Speaking.

REV. FRANCIS X. BREEN, S. J.

Professor of Latin and Greek.

REV. WILLIAM P. QUINLAN, S. J.,

Professor of Mathematics and Logic.

REV. THOMAS J. CONNERS, S. J.,

Professor of English and Classics.

REV. ARCHIBALD J. TALLMADGE, S. J.,

Professor of French and Classics.

REV. MARK L. PALMER, S. J.,

Professor of Religion.

REV. TERENCE H. DEVLIN, S. J.,

Faculty Director of Athletics, Professor of Classics.

REV. JOSEPH A. WEIS, S. J.,

Professor of English and Classics.

LAWRENCE T. MEYER, S. J.,

Professor of German and Classics.

IGNATIUS T. REILLY, S. J.,

Professor of Algebra and Classics.

ALPHONSE J. SCHMITT, S. J.,

Professor of English and Classics.

MARK J. RYAN, A. B.,

Professor of English and Classics.

WILLIAM PARUZYNSKI, S. J.,

Professor of English and Classics.

HUGH GILLESPIE, A. M.,

Professor of English and Classics.

PHILIP E. HORAN, A. M.,

Registrar. Professor of History.

HENRY MILLER, B. Ph.

Physical Culture.

# GENERAL STATEMENT

---

## Organization.

The Creighton College, a free school of Arts and Sciences, constitutes one of the five departments of The Creighton University. It offers four years of undergraduate instruction leading to the degree of Bachelor of Arts, Bachelor of Science, or Bachelor of Literature. Candidates for the Degree of Bachelor of Arts or Bachelor of Science may also obtain a State Teacher's Certificate by completing a prescribed course in pedagogy and teaching, as outlined herein.

## System of Education.

The educational system of Creighton College is substantially that of all colleges of the Society of Jesus throughout the world. Those who desire to make either a scientific or historical study of that system have abundant sources of information in "Loyola" of the Great Educational Series, published by Scribner, and "Jesuit Education," published by Herder.

At a time like the present, when there is a great and growing diversity of opinion regarding the proper scope of education and the relative excellence of opposing systems, when elective studies and specializations are permitted and encouraged beyond measure, it may be well to indicate the principles underlying the course of studies offered to students of The Creighton University. It seems almost self-evident—

First. That there are some branches of study absolutely necessary in any scheme of liberal education. Without a knowledge of these, no man can be called educated.

Second. That for a finished education there is, in each of the departments of study, a minimum of knowledge essential for a man of culture.

Third. That the knowledge of the end should direct the choice of means; that therefore the selection of studies must depend on the end and aim of education.

Fourth. That the aim of a truly liberal education is the harmonious development of all the faculties, the careful training of mind and heart, and the formation of character, rather than the actual imparting of knowledge and the specific equipment for a limited sphere of action.

Fifth. That all branches of study are not equally serviceable for this mental and moral development; that some contain mind-developing factors and character-building elements which no electivism should replace.

Sixth. That precepts, models and practice should keep pace in every well ordered system; that all the branches should be directed to some definite end. Language lessons in ancient and modern tongues should proceed *pari passu* if the studies are to be co-ordinated and unity maintained.

Seventh. That young students are not the proper judges of the studies essential for a systematic and thorough development of their faculties.

Eighth. The selection of studies should be permitted to none but those whose minds have already been formed by the studies essential to character-building, and who have themselves practically determined upon their own life-work.

Ninth. That religion should not be divorced from education; that morality is impossible without religion and that it is far more important than knowledge for the welfare of the individual and the safety of society. The commonwealth needs good men more than it needs clever men.

Tenth. That the standing or grade of a college varies directly as the amount of study and acquirements made requisite for a degree.

Eleventh. That the education given by a college should be general, not special. In this way it lays the foundation for specialties and the independent research appertaining to universities.

Twelfth. That all the studies pursued need not be directly useful in after life.

The Creighton College has been guided by these principles in formulating its program of studies. It does not offer many courses or pretend to satisfy every applicant by allowing him to select at will from branches sometimes incompatible and often of secondary importance, thus leaving considerable gaps in the knowledge of essential subjects. It maps out a curriculum which makes obligatory such branches as, in some form, however elementary, are deemed absolutely necessary for a liberal education. It does not promise that the youth who takes this prescribed course will have a specialist's knowledge of any individual branch; nor does it say that he will be wholly educated at the completion of his course; but it does claim that he will have a more harmoniously rounded education and will be intimately acquainted with a greater number of essential branches than by following a collegiate system based on electives and specialties. The course may not suit all comers, it is not intended to meet the wants of all, especially of those who regard electives as the one thing necessary; but it does afford a good, sound, thorough, practical education to persons who are satisfied with the method and principles already enunciated.

A decided advantage of the system followed in this College, is the fact that the student may begin his early studies in the High School, and then pass on, through the College, to graduation in the same institution. This secures, besides the moral influence thus gained, a uniform and homogeneous course of teaching and of training. The result of such a course of study is a continuous and normal development of the mental faculties along well-defined lines, and the possession of a clear and coherent system of principles upon which any special or professional courses may afterwards safely rest.

### **Religious Instruction.**

As incomparably the most important element of the education it imparts, the College aims at a moral training of its students such as will make for the right fulfillment of their civil, social and religious duties. There is insistence on the cultivation of the Christian virtues which aid to this fulfillment; and as the only solid basis of virtue and morality, thorough instruction in the principles of religion forms an essential part of the system.

Students of any denomination are admitted to Creighton's classes, and all are required to show a respectful demeanor during the ordinary exercises of public prayer. Catholic students, if not excused for good reasons, are required to be present at daily Mass, and are to attend the weekly lectures on the doctrines of the Church, to make an annual retreat, to approach the Sacraments of Penance and Holy Eucharist every month, and if they have not received the Sacraments of Penance, Confirmation or Holy Eucharist, to prepare for their reception. Non-Catholic students are, of course, not bound by these regulations.

### **Matriculation.**

No candidate for admission will be accepted who does not reside with his parents or immediate relatives, or, if this be impossible, with persons duly approved by the President of the University. Every applicant of the faculty who is not personally acquainted with some member of the faculty must submit proper testimonials of a good moral character. If he comes from another school he will be required to present a certificate of good standing in the institution which he has left. All who desire to enter should be present and ready for work on the day the College opens. The faculty will exercise its judgment in regard to admittance after the opening day, and will admit only in exceptional cases and after an examination in all the work done by the class up to the time when the candidate wishes to enter.

On account of age or peculiar circumstances, exemption from certain studies is sometimes conceded, in which case the scholar is placed "out of course," and is not reckoned a candidate for honors or prizes.

### **Requirements for Admission.**

1. All applicants for admission to the Creighton College of Liberal Arts must give satisfactory evidence of good moral character.
2. Candidates who have satisfactorily completed the course prescribed by the Creighton University High School will be admitted without examination.
3. Graduates from other Academies or High Schools will be admitted without examination, if they fulfill the following requirements:

Entrance Credits. For admission to the Freshman year of the College of Arts and Sciences, a student must present 30 high school entrance credits or "points."\*

Entrance subjects required from a candidate for the degree of Bachelor of Arts. Of the 30 points required for admission, 19 must be presented from the following subjects in the amount indicated:

Latin, 4 years, 5 hours a week.....	8
Rhetoric and Literature, 3 years, 5 hours a week.....	6
Algebra (to logarithms), 1½ years, 5 hours a week..	3
Geometry (plane), 1 year, 5 hours a week.....	2

Entrance subjects required from a candidate for the degree of Bachelor of Science or of Literature. Of the 30 points required for admission, 19 must be presented from the following subjects in the amount indicated:

Language (Latin or Modern), 4 years, 5 hours a week..	8
Rhetoric and Literature, 3 years, 5 hours a week.....	6
Algebra (to logarithms), 1½ years, 5 hours a week...	3
Geometry (plane), 1 year, 5 hours a week.....	2

Optional Entrance Subjects. In addition to the above required subjects, for which no substitutes will be accepted, candidates must present 11 points from the following subjects, in not more than the amount indicated:

**Solid Geometry, ½ year, 5 hours a week.....	1
**Plane Trigonometry, ½ year, 5 hours a week....	1
***Greek, 1 to 3 years, 5 hours a week.....	2 to 6
German, 1 to 3 years, 5 hours a week.....	2 to 6
French, 1 to 3 years, 5 hours a week.....	2 to 6
History, Ancient, 1 year, 5 hours a week.....	2
History, American, 1 year, 5 hours a week.....	2
History, Mediaeval, 1 year, 5 hours a week....	2
Physics, 1 year, 5 hours a week.....	2
Physical Geography, ½ year, 5 hours a week....	1

\*An entrance credit or "point" is given for the work of a class holding five recitations a week, of 40 to 50 minutes each, for at least eighteen weeks.

\*\* Solid Geometry and Plane Trigonometry are required for the Degree of Bachelor of Arts and if not presented as High School subjects must be taken in the College.

\*\*\* Candidates for the Degree of Bachelor of Arts who have no credits for Greek upon entrance, must carry it through the entire four years of the course.

4. All other applicants for admission, who wish to enter as candidates for the Bachelor of Arts degree, will be required to pass a satisfactory examination in the following subjects:

### LATIN.

Authors: Caesar's Gallic War, four books; Nepos' Lives may be taken in place of two books of Caesar; Cicero's orations against Catiline and for Archias; Cicero's De Senectute and Sallust's Caliline or Jugurthine War may be taken as substitutes for three of the above orations. Virgil, four books of the Aeneid or their equivalent from the Eclogues, Georgics and Ovid's Metamorphoses.

Grammar and Composition: The examination in Grammar and Composition will require a thorough knowledge of the entire Latin grammar, together with such facility in writing Latin prose as is acquired by one who satisfactorily completes the course of exercises prescribed by the Creighton University High School. This course is based on Arnold's Latin Composition, for which see course of the High School as outlined in this Bulletin.

### GREEK.

Authors: Xenophon's Anabasis, four books, or their equivalent; Homer's Iliad or Odyssey, one book.

Grammar and Composition: The examination in Grammar will require a thorough knowledge of etymology, of the syntax of cases, the rules of concord and propositions. The theme will be based on Xenophon and will test the candidate's ability to translate into Greek simple sentences with special reference to the use of forms, particularly of the irregular verb, and the common rules of syntax.

### ENGLISH.

Texts prescribed for reading and study: Two plays of Shakespeare, Burke's Conciliation with the Colonies or American Taxation; Irving's Sketch Book; one essay of Macauley; Scott's Lady of the

Lake; Goldsmith's *Deserted Village*; Tennyson's *The Passing of Arthur*; Lowell's *Vision of Sir Launfal*; Coleridge's *Ancient Mariner*.

The applicant should make himself familiar with the character, the plot, incidents and characteristic diction of each work. Equivalents will be accepted.

**Rhetoric and Composition:** The applicant will be examined on the principles of Rhetoric as set forth in Thorndike's *Elements of Rhetoric*, or in a work of equal standing. The Composition will test the candidate's ability to write clear idiomatic English. The subject will be taken from his experience and observation, or from the books he presents for examination. The spelling and punctuation must be correct, the sentences well constructed. The writer must show discrimination in the choice of words and ability to construct well ordered paragraphs.

## MATHEMATICS.

Algebra to Indeterminate Equations, included. Plane and Solid Geomoetry. Plane Trigonometry.

## HISTORY.

Oriental and Greek History; Roman History to the Fifth Century, A. D.; History of the United States; Modern History.

## CIVICS.

Garner's *Government in the United States*.

## The College of Liberal Arts.

The College course extends through four years and embraces instruction in the departments of Philosophy, Language, Literature, History, Science and Mathematics. The aim of the course is to give the student a complete liberal education, which will train and develop all powers of the mind, and will cultivate no one faculty to an exaggerated degree at the expense of the others. The college ideal

is not to foster specialization, but to cultivate the mind, to build up and strengthen true character, and to impart that accuracy of thought and reasoning and that breadth of view which must ever be the foundation as well of more advanced scholarship as of eminence in the professions or other stations in life.

To attain this end, the studies prescribed in this course and leading up to the degree of Bachelor of Arts are regarded as fundamental and essential in a liberal education and therefore are not left to the student's option. It is especially to be noted that practically all the studies in the Freshman and Sophomore years are prescribed. Only in the Junior and Senior years do some of the studies become elective.

**Studies Prescribed for the Degree of Bachelor of Arts.**  
**FRESHMAN YEAR.**

Subjects. First Term.	Periods..	Time....	Course..	Subjects. Second Term.	Periods..	Time....	Course..
Latin .....	5	60	1	Latin .....	5	60	2
Greek .....	5	50	1	Greek .....	5	50	2
English .....	5	45	1	English .....	5	45	1
Chemistry ....	5	50		Chemistry ....	5	50	
History or Mathematics .	3	45		History or Mathematics .	3	45	

**SOPHOMORE YEAR.**

Latin .....	5	60	3	Latin .....	5	60	4
Greek .....	5	50	3	Greek .....	5	50	4
English .....	5	45	2	English .....	5	45	2
History or Mathematics .	3	45		History or Mathematics .	3	45	

**JUNIOR YEAR.**

English .....	4	45	3	English .....	4	45	3
Logic .....	5	50		Cosmology ....	4	45	
General Meta- physics .....	4	45		Psychology ....	8	50	

**SENIOR YEAR.**

Theodicy .....	5	50		Ethics .....	5	50	
English .....	4	45	4	English .....	4	45	4

**Studies Prescribed for the Degree of Bachelor of Science.**

**FRESHMAN YEAR.**

English .....	5	50	1	English .....	5	50	1
Mod. Languages	5	50		Mod. Languages	5	50	
Chemistry ....	5	50		Chemistry ....	5	50	
Mathematics ..	3	45		Mathematics ..	3	45	

**SOPHOMORE YEAR.**

English .....	5	50	2	English .....	5	50	2
Mod. Languages	5	50		Mod. Language	5	50	
Physics .....	5	50		Physics .....	5	50	
Mathematics ..	3	45		Mathematics ...	3	45	

## JUNIOR YEAR.

Subjects. First Term.	Periods..	Time....	Course...	Subjects. Second Year.	Periods..	Time....	Course...
English .....	4	45	3	English .....	4	45	3
Logic .....	5	50		Cosmology ....	4	45	
General Meta- physics .....	4	45		Psychology ....	8	50	

## SENIOR YEAR.

English .....	4	45	4	Ethics .....	5	50	4
Theodicy .....	5	50		English .....	4	45	
Science .....	5	50		Science .....	5	50	

## Studies Prescribed for the Degree of Bachelor of Literature.

## FRESHMAN YEAR.

Mod. Languages	10	50	1	Mod. Languages	10	50	1
English .....	5	45		English .....	5	45	
History .....	3	45		History .....	3	45	

## SOPHOMORE YEAR.

Mod. Languages	10	50	2	Mod. Languages	10	50	2
English .....	5	45		English .....	5	45	
History .....	3	45		History .....	3	45	

## JUNIOR YEAR.

English .....	4	45	3	English .....	4	45	3
Logic .....	5	50		Cosmology ....	4	45	
General Meta- physics ....	4	45		Psychology ....	8	50	
Mod. Languages	5	45		Mod. Languages	5	45	

## SENIOR YEAR.

Mod. Languages	5	50	4	Mod. Languages	5	50	4
English .....	4	45		English .....	4	45	
Theodicy .....	5	45		Ethics .....	5	50	

## ELECTIVES.

Eight hours a week in the Junior and eleven hours a week in the Senior year must be devoted to electives. These are to be taken from the following list with the approval of the Dean of the College:

Mathematics (Analytical Geometry, Calculus, Descriptive Geometry, etc.).

Physics.

Chemistry (Analytical, Organic, Etc.).

Astronomy.

Geology.

Biology.

Political Economy.

History of Philosophy.

Pedagogy.

Languages (Latin, Greek, German, French, Etc.).

Public Speaking.

Mechanical Drawing.

Students contemplating a professional course after finishing College may devote the hours allowed for electives in the Junior and Senior years to professional courses—due credit being given in the professional schools for such work.

# COURSE OF STUDIES

---

## EVIDENCES OF RELIGION.

1. Freshman Year—Two periods a week.  
First Term: The Church as a means of salvation. The last things. The Christian's duties towards God. Faith, Hope and Charity.  
Second Term—The virtue of religion. Direct act of religion; indirect acts. Veneration of Saints, etc. The Christian's duties towards himself and his neighbor. Christian Perfection.  
Wilmers, pp. 379-399 and pp. 422-494.
2. Sophomore Years—Two periods a week.  
First Term: Grace; actual, habitual, sanctifying. The Sacraments in general. Baptism. Confirmation.  
Second Term: The Blessed Eucharist as a Sacrament and as a Sacrifice. The Sacrament of Penance. Extreme Unction. Holy Orders. Matrimony.  
Wilmers, pp. 279-379.
3. Junior Year—Two periods a week.  
First Term: Creation: The spiritual world, the material world. Man and the Fall. God the Redeemer; the person and nature of the Redeemer; the work of the Redemption.  
Second Term: Christianity, a revealed religion. Revelation in general. Pre-Christian revelation. The Christian revelation. The Church; its Institution and End.  
Wilmers, pp. 200-279 and pp. 1-77.
4. Senior Year—Two periods a week.  
First Term: The Basis of Morality. Law. Conscience. Free Will. Moral good and moral evil. The Constitution of the Church. Marks of the Church.  
Second Term: Teaching Office of the Church. Holy Scrip-

ture. Tradition. The Rule of Faith. The Existence of God. Nature and Attributes of God. Unity of God. The 'Trinity.

Wilmers, pp. 399-421 and pp. 77-200.

## LATIN.

1. Freshman Class—Five hours a week for one semester.  
Horace. *Ars Poetica*.  
Virgil. *Aeneid*. Books III, V and VI.  
Livy. Book I.  
Prose Composition. Bradley's *Aids to Writing Latin Prose*.  
Part I; and frequent themes in imitation of the prose authors studied.
2. Freshman Class—Five hours a week for one semester.  
Livy. Books XXI and XXII.  
Horace. Select *Ōdes* and *Epodes*.  
Christian Hymnology. Selections for rapid reading.  
Prose Composition. Bradley's *Aids*, Part II to Exercise 60;  
and frequent themes in imitation of the prose authors studied.
3. Sophomore Class—Five hours a week for one semester.  
Cicero. *Pro Lege Manilia*.  
Horace. Select *Odes* and *Epodes*.  
Latin Fathers. Selections for rapid reading.  
Prose composition. Part II, Exercise 60, of Bradley's *Aids*  
to the end of the book, together with weekly compositions  
in imitation of the authors studied.
4. Sophomore Class—Five hours a week for one semester.  
Horace. *Epistles* and *Satires*.  
Cicero. *Pro Ligario*.  
Tacitus. *Agricola*.  
Prose Composition. Two themes a week and compositions  
every fortnight in imitation of the prose authors read.
5. Junior Class—Three hours a week for one semester.

Cicero. *Quaestiones Tuscularum*.  
 Plautus. *Duo Captivi*.  
 Mackail's *History of Latin Literature*.  
 Prose Composition. Essays in Latin.

6. Junior Class—Three hours a week for one semester.

Cicero. *Quaestiones Tuscularum*.  
 Pliny. *Letters*.  
 Juvenal. *Selections*.  
 Selections from the Latin Fathers.  
 Prose Composition. Essays in Latin.

The following courses are intended for the benefit of students who have had but two years of Latin.

7. Five hours a week for one semester.

Caesar. *Book V*.  
 Grammar. Syntax of nouns, adjectives, pronouns.  
 Latin Practice. Bradley's *Arnold* from Exercise 177 to 225.

8. Five hours a week for one semester.

Cicero. *Dillard's Selected Letters*.  
 Latin Practice. Bradley's *Arnold* from Exercise 335 to 382.  
 Grammar. Syntax of verbs.

9. Five hours a week for one semester.

Cicero. *In Catilinam I, III, Pro Archia*.  
 Grammar. Review of all syntax.  
 Latin Practice. Bradley's *Arnold* from Exercise 282 to the end of the book.

10. Five hours a week for one semester.

Virgil. *Eclogues; Aeneid, Books I to II*.  
 Grammar. Word-order, sentence structure, style, *Julian Calendar, Prosody*.  
 Latin Practice. Translation of connected discourse. Bradley's *Arnold*.

### GREEK.

1. Freshman Class—Five hours a week for one semester.

Plato. *Apology or Crito*.

Homer. *Odyssey*, Book V.

Grammar. The syntax of the verb. General rules of quantity in connection with the author; the Homeric dialect.

2. Freshman Class—Five hours a week for one semester.  
Homer. *Odyssey*, selections from Books V to XII.  
Selections from Sappho, Simonides of Ceos, and Pindar.  
Precepts. A sketch of Greek Epic and Lyric Poetry.  
Greek Composition. A theme once a week based on the authors studied.
3. Sophomore Class—Five hours a week for one semester.  
Demostenes. Philippic I or III with analysis in detail. On the Crown, with detailed analysis.  
Rapid reading in the New Testament, St. Chrysostom or St. Basil.  
Greek Composition. A theme once a week based on the authors studied.
4. Five hours a week for one semester.  
Demosthenes. On the Crown, with detailed analysis.  
Sophocles, *Antigone*, *Oedipus Tyrannus* or *Oedipus Coloneus*.  
Rapid reading in the New Testament, St. Chrysostom or St. Basil.  
Greek Composition. Weekly themes constructed from the authors read.
5. Junior Class—Three hours a week for one semester.  
Plato. *Phaedo*—with analysis.  
Keep's Stories from Herodotus.
6. Junior Class—Three hours a week for one semester.  
Aeschylus. *Prometheus Bound* or *Agamemnon*.  
Keep's Stories from Herodotus.

The following courses are intended for the benefit of students who enter College without preparatory Greek.

7. Five hours a week for one semester.  
Grammar. Declension of nouns; regular and irregular; ad-

jectives; conjugation of the regular verb.  
Exercises from White's First Greek Book.

8. Five hours a week for one semester.  
Grammar. The regular verb; contract verb; verbs in mi.  
Exercises from White's First Greek Book.
9. Five hours a week for one semester.  
Xenophon. Anabasis, Books III and IV.  
Grammar. Syntax of cases; prepositions; tenses; moods.  
Greek Composition. Themes twice a week.
10. Five hours a week for one semester.  
Homer. Odyssey, Book I.  
Grammar. Syntax of moods; clauses; etc.  
Greek Composition. Two themes a week built on the words  
and sentences of Xenophon and illustrating the rules of syntax.

### GERMAN.

1. Five hours a week for two semesters.  
Drill in pronunciation, German script, vocabulary, grammar,  
and easier reading lessons. "Lehrbuch der Deutschen  
Sprache," by Werner-Spanhoofd to be seen entire.
2. Five hours a week for two semesters.  
A thorough review of the German Grammar; much time  
given to translation of English into German and attempts  
at original themes. Text-books: "Im Vaterland," by  
Bacon, and "Gluck Auf," by Mueller and Wenckebach.
3. Five hours a week for two semesters.  
German letter-writing, conversational exercises, and original  
themes. Text-books: "Bilder aus der Deutschen Lit-  
teratur, by Keller; "Deutsche Novellen-Bibliothek," by  
Bernhardt; Vols. I and II of Heine's Poems, selections by  
White.
4. Five hours a week for two semesters.  
Selections from the German Classics: Klopstock, Goethe,

Schiller, from Weber's "Dreizehn Linden" and others. Also the reading of books assigned by the Professor with brief written appreciation of them.

## ENGLISH.

1. Freshman Class—Five hours a week for two semesters.  
Precepts: Literary Aesthetics; Theory of the Beautiful, of the Sublime; Taste, Imagination; Theory of Literature.  
Poetics: Nature and kinds of poetry; elements of poetic substance and form; characteristics of Lyric and Epic Poetry.  
Fiction: Constructive principles of story-writing; elements of Fiction—plot, character, situation, purpose; Realism and Romanticism in Fiction; Development of the English Novel.  
Texts for Study; Newman's Lecture on Literature and Essay on Aristotle's Poetics; Selections from Newman, Ruskin, de Quincey, Milton, Coleridge, Wordsworth, Keats, Tennyson, DeVere.  
History of English Literature and Criticism: Angle-Saxon, Semi-Saxon, Old English and Middle English Periods, the Elizabethan Age, the Transition Period, the Classical Age.  
Text-book: Jenkin's Handbook of English Literature.  
Practice: One paper a week on subjects chiefly literary.
2. Sophomore Class—Five hours a week for two semesters.  
Precepts: Oratory; nature and types of oratory; division of the oration; style in public speaking; methods of oratorical composition; principles of argumentation.  
Text-book: Coppens' Art of Oratorical Composition.  
History: Principles of Historical Composition; ethical requirements of history; representative English and American historians.  
Texts for Study: Burke's Speech on American Taxation and Address to the Electors at Bristol; Webster's Reply to Hayne and Speech in the Knapp Trial; Commemorative

Address on Adams and Jefferson; Newman's Second Spring.

History of English Literature and Criticism: The Romantic School of the Nineteenth Century; American Literature.

Text-book: Jenkin's Handbook of English Literature.

Practice: One composition a week. Analysis and criticism of speeches.

3. Junior Class—Four periods a week for two semesters.

Precepts: The Drama; Laws and Technique; Theory of the Tragic; of the Comic.

Texts for Study: Shakespeare's Plays; Interpretation, critical and comparative study.

Practice: One composition a week or every fortnight. Essays critical and philosophical.

4. Senior Class—Four periods a weeks for two semesters.

Precepts: Theory of expository writing; the critical and philosophical essay; stylistic and structural requirements; historical development of the English essay.

Texts for Study: Essays of Macauley, Newman, Brownson, Archbishop Spalding, etc. Analysis and comparative study of essays, with the emphasis laid on substance and structural organization.

Practice: One composition a week on subjects chiefly critical and philosophical.

## PRACTICAL ORATORY AND DEBATING.

Two hours a week for nine months, besides special conferences and help given to individuals by the Professor.

The object of this course is to train the students of the Collegiate Department to readiness and fluency in speaking before an audience. To this end it is conducted according to strict parliamentary practice as is usual in debating societies. The literary and oratorical exercises are always under the direct supervision of a member of the Faculty. They are as follows:

1. Declamation and elocutionary reading of extracts from the classic drama or from model orations.

2. Criticism and discussion of interpretation and delivery by the Instructor, or by critics chosen from among the more advanced members.

3. Composition and reading of stories, poems, and essays, historical, critical or personal. Careful preparation by means of extensive reading and of consultation with the Instructor is prescribed for this exercise.

4. Set orations illustrative of the precepts for oratorical compositions, on topics suited to the speaker and his hearers and written and delivered with a view to producing in the audience actually present the desired effect of convincing or of persuading to action.

5. Extempore speaking on questions discussed, or on matters of business proposed in joint session or transacted by committee.

6. The theory and practice of Parliamentary Law in deliberative assembles. This constitutes the object of the vigilance of the chairman and of students chosen for this purpose. Extraordinary sessions, too, are called for the explicit and exclusive study of parliamentary practice.

7. Debates. The amount of time devoted to regular debates, the supervision exercised in the choice of questions, the assistance rendered in the preparation of argument, make this exercise the most profitable of all undertaken. Questions of interest of a political or historical or economic nature, prepared by a special committee, afford an opportunity to all the students to engage in general discussion.

8. Lectures. From time to time lectures and conferences are given by the Instructor or by other members of the Faculty on subjects and on methods of study of practical value.

## MATHEMATICS.

1. Five hours a week for one term.

Algebra. This course includes a study of choice, chance,

variables, and limits, series, and Vector Algebra. Wentworth's complete Algebra from Chapter 22 to the end of the book.

2. Five hours a week for two terms.

Analytical Geometry. This course includes a study of Loci and their equations; the straight line, the circle, the different systems of co-ordinates, the parabola, the ellipse, the hyperbola, etc.

3. Five hours a week for two terms.

Calculus. A course in both differential and integral calculus.

4. Five hours a week for one term.

Solid Geometry. Books VI, VII and VIII of Wentworth's Plane and Solid Geometry.

5. Five hours a week for one term.

Plane Trigonometry. Instruction and use of logarithmic tables is given in connection with this course.

6. Five hours a week for one term.

Spherical Trigonometry and Surveying. A part of this course is given to the practical use of field instruments and the solution of practical problems.

## PHILOSOPHY.

1. Junior Year—Five hours a week for one semester.

Logic.

- (a) Dialectics: The Province of Logic, formal and Material. The Foundations of Logic. The Principles of Contradiction, Identity, Causation, Excluded Middle, Simple Apprehension; modern errors. Universal Ideas. Propositions; their nature and division. Opposition and Conversion. Reasoning. The Syllogism and its Laws. Formal and Material Induction. Fallacies.

- (b) First Principles of Knowledge. Applied Logic. The Nature of Certitude; kinds and degrees. Truth. Uni-

versal Skepticism. Cartesian Doubt. Criterion of Certitude; Objective Evidence. Trustworthiness of the Senses and Intellectual Powers. Objectivity of Ideas. Belief in Human and Divine Testimony.

2. Junior Year—Four hours a week for one semester.

General Metaphysics: The concept of being. Essence and existence. Possible being. The Positivist school. Transcendentalism. Attributes of Being: Unity, Truth, Goodness. Substance and Accident. Personality. Quantity. Quality. Relation. Principle and Cause. The Principle of Causality. Perfections of Being. Infinity. Necessity. Order and Beauty.

3. Junior Year—Four hours a week for one semester.

Cosmology: Creation. Panteism. General principles. Ancient and Modern Pantheists. Purposes and Perfection of the Universe. Laws of Nature. Miracles. Occult Powers. Spiritism. Hypnotism. Constitution of Bodies. Atomism. Dynamism. Vortex Theory. Properties of Matter. Time and Space.

4. Junior Year—Eight hours a week for one semester.

Psychology:

- (a) Life—Vegetative, Animal, Intellectual, Organic bodies essentially different from inorganic. Life, Protoplasm. Vital Principle, distinct from physical and chemical forces. Animals sentient, not rational. Instinct. Natural Selection. Rational life. Essential difference between sense and reason.
- (b) The Soul: A simple, spiritual substance. False theories of the Ego. Monistic theories. Individuality. Unity. Identity of the principle of the vegetative, sentient and rational life in man. Union of soul and body. Occasionalism. Scholastic doctrine. Locus of the soul. Localization of cerebral functions. Origin of the Soul. Time of Origin, Creationist Dictrine. False theories. Neo-Scholastic doctrine. Theory of Evolution.

- (c) Origin of Ideas: The intellect and brain. Universal and abstract concepts. Innate ideas. Empiricism, Ontologism, Associationism. The Schoolmen. Doctrine of St. Thomas. Attention. Reflection. The soul's consciousness of itself. Sensation. Perception. Psychophysics. The Imagination. Estimative faculty. Sensuous appetite and locomotion. Voluntary, automatic, reflex, impulsive movements. Feeling.
- (d) Rational Appetency: The human will. Desire and volition. Spontaneous and deliberate action. Choice. Self-control. Free will and determination. Fatalism. The emotions. Hynotism.
5. Senior Year—Five hours a week for one-quarter semester.  
Natural Theology: The existence of God, Methods of proof. Ontologism. Traditionalism. The "Ontological Proof" of St. Anselm. Metaphysical, cosmological, moral arguments. Atheism. Agnosticism; its religious and moral consequences. The Physical and Metaphysical Essence of God. Infinite Perfection. Unity of God. Pantheism. Anthropomorphism. Immortality, Eternity and Immensity of God. The Divine Intellect and Knowledge. The Free Will and Omnipotence of God. God creating, preserving, concurring with creatures. Divine Providence.
6. Senior Year—Five hours a week for one and three-quarters term.  
Ethics and Economics:
- (a) General Ethics: Nature, object, necessity of Ethics. Fundamental principles. False theories. The ultimate end of man. Use of the present life. Human acts. Merit and accountability. Virtue and vice. Nature of morality. Standards of morality. Hedonism and Utilitarianism. The Eternal Law. The Natural Law; its properties and sanction. Origin of moral obligation. False theories. Conscience.
- (b) Special Ethics: Rights and duties. Worship of God.

Obligation of accepting Divine Revelation. Rationalism. Indifferentism. Suicide. Self-defense. Homicide. Lying and mental reservation.

Right of ownership. Communism. Socialism. Single Tax. Modes of acquiring property. Contracts. Relations of Capital and Labor. Employers' Unions. Trade Unions. Strikes.

Society in general. The Family. Divine institution, unity and indissolubility of marriage. Parental authority. Education. Civil society; its nature, end and origin. False theories. Forms of civil government. Citizenship. Universal suffrage. Functions of civil government; legislative, judicial, executive. Taxation. Death penalty. Freedom of worship. Freedom of the press.

International law. Foundations of international law. Mutual relations of nations. Right of commerce. Intervention. Rights of neutrals. War and arbitration.

## CHEMISTRY.

1. General Chemistry. Three hours lectures and two hours laboratory for two semesters.

A course of experimental lectures, recitations and problems combined with laboratory work. The purpose of this course is to acquaint the student with the fundamental principles of the science and their application to inorganic and organic compounds. It meets the demands of a liberal education, and lays the foundation for more advanced work.

2. Qualitative Analysis. Lecture and laboratory, five hours a week for two semesters.
3. Quantitative Analysis. Lectures and laboratory, five hours a week for two semesters.
4. Organic Chemistry. Lectures, two hours a week; laboratory, two hours three times a week; two semesters.

## PHYSICS.

1. General Physics. A course of lectures, demonstrations and recitations covering in a general manner the fundamental principles of Physics.

First Semester—Mechanics, Heat, and Sound.

Second Semester—Light, Electricity, and Magnetism.

Three hours lecture and two hours laboratory for two semesters.

2. General Physics. A continuation of Course 1, involving a more extended development of the principles of Physics, the derivation and interpretation of formulas and their application to physical problems. Special attention is paid to Mechanics, Heat and Electricity.

Three hours lecture and two hours laboratory for two semesters.

## GEOLOGY.

Dynamical Geology: Winds, Weathering, Rivers, Glaciers, Lakes, the Oceans, Volcanoes, Earthquakes.

Structural Geology: Rock-forming Minerals, Composition and Structure of Rocks, Physiographic Structure.

Historical Geology: Archean, Paleozoic, Mesozoic, Cenozoic, and Psychoic Eras. (Two hours a week for two semesters.)

## ASTRONOMY.

The Doctrine of the Sphere. The Earth, Moon, Sun, Eclipses. Celestial Mechanics. The Planets and Asteroids. Comets and Meteors. The Stars. Uranography. Practice in the use of the Transit Circle, the Equatorial, and of the Ephemeris. Calculation of Eclipses. Use of Spectroscope. (Five hours a week for one semester.)

## BIOLOGY.

1. General Biology. Two lectures and three laboratory hours a week for two semesters.

2. General Physiology. Two lectures and three laboratory hours a week for one semester.

### HISTORY.

1. Freshman Year.—Three hours a week for two terms.  
Mediaeval History. Guggenberger's History of the Christian Era, Volume 2.
2. Sophomore Year.—Three hours a week for two terms.  
Modern History. Guggenberger's History of the Christian Era, Volume 3.
3. Junior Year.—One hour a week for two terms.  
History of Philosophy. Turner's History of Philosophy.
4. Senior Year.—One hour a week for two terms.  
History of Philosophy. Turner's History of Philosophy.

### PEDAGOGY.

1. History of Education. Three hours a week for two semesters. This course covers the ancient, mediaeval, and modern periods.
2. Child Study. Two hours a week for one semester.  
A study of the physiology and psychology of childhood with their bearing upon the science of teaching.
3. Systems in Education. Two hours a week for one semester.  
A comparative study of the principal systems of education.
4. Educational Psychology. Three hours a week for one semester.  
A study of psychological facts in their bearing on the work of education; of physical growth in its relation to mental development; instincts; heredity; individuality; abnormalities.
5. Philosophy of Education. Two hours a week for one semester.  
This course deals with the principles underlying all education

and of the relative values of different curricula when tested by these principles.

6. Educational Theory and Practice. Two hours a week for two semesters.
7. Observation of Expert Teaching. Three hours a week for one semester.
8. Practice Teaching. Five hours a week for one semester.

Opportunities for practice in actual teaching are afforded by the Creighton University High School and by St. John's Grammar School; opportunities for observation, by the above as well as by the public high schools of Omaha and vicinity.

The purpose of this course is to give such special training for the teaching profession as will entitle the recipient of the bachelor's degree in the Arts course to be accredited as a qualified teacher within the meaning of the school law of Nebraska.

The conditions for entrance are the same as for the College of Arts. The course embraces, besides the branches taught in that department, the special studies required by law for teachers; such as the theory and art of teaching, the history of education, methods of instruction, school supervision, etc.

## UNIVERSITY TEACHERS' CERTIFICATE.

The University Teachers' Certificate is granted to graduates of the College who have satisfactorily completed this special course as outlined below, in virtue of the recognition of The Creighton University by the State Superintendent of Public Instruction "as an institution duly incorporated under the laws of the State of Nebraska, and having an equivalent of the courses in the University of Nebraska for the degrees of Bachelor of Arts and Bachelor of Science. It is, therefore, authorized to issue certificates to such graduates as have completed the course of special training and instruction of teachers, said course being an equivalent of the course prescribed by the regents and faculty of the University of Nebraska for the special training and instruction of teach-

ers, and such graduates shall be accredited as qualified teachers within the meaning of the school laws of the State, having equal privilege upon equal conditions with graduates from any and all other educational institutions within the State under the school laws thereof."

### REQUIREMENTS.

First. General knowledge. The candidate must hold the Bachelor's or Master's degree from this University.

Second. Special knowledge. The completion of work amounting to at least forty hours divided between two or three subjects which the student expects to teach, the ultimate decision as to the student's proficiency resting with the Professors concerned.

Third. Professional knowledge. The completion of fifteen hours in the History and Science of Education, Educational Psychology and Educational Theory and Practice.

Fourth: Practice Teaching. The completion of one hour daily for one semester devoted to actual teaching and of three hours weekly for one semester devoted to observation of expert teaching.

### The Department of Physics.

The Department of Physics occupies the entire front of the north wing on the third floor. The lecture room is 26x33 feet and the seats are arranged in tiers. There is every convenience for experimenting with sunlight and with arc and incandescent lamps, with direct and alternating currents, supplied by external circuits, with compressed and rarified air, gas, water, and the like. Nearby is a laboratory generously equipped with instruments and conveniences for the students' work.

The cabinet of physical apparatus measures 33x54 feet and is exceptionally well stocked with instruments of all kinds. Besides the ordinary physical equipment there is a triple stereopticon with every attachment, prism and grating spectroscopes, a binocular microscope with ten objectives, an elaborate outfit and a large classified list of prepared objects, an electric gyroscope, a motor generator, a mercury arc rectifier, a very large induction coil, and a fine display of Geisler tubes.

### Department of Chemistry.

The Department of Chemistry is located on the second floor in the main building, and occupies a space of 51x60 feet. In the lecture room the seats are arranged in tiers. The table commands every facility, and a large fume chamber is close at hand. The supply of chemicals is very complete, and there is also a dark room for photographic work. The laboratory accommodates sixty students, each of whom has direct access from his own locker to gas, water and drainage.

### The Astronomical Observatory.

WILLIAM F. RIGGE, *Director.*

*Building.* The Observatory consists of an equatorial room 14½ feet in diameter, capped by a hemispherical dome, and a transit room 15x16 feet, connected by a short passage. The material is pressed brick trimmed with stone.

*Location.* The Observatory is situated about 250 feet north of the main entrance of the college, and on the termination of the spur of a hill from which there is an abrupt descent in all directions except south. The transit is in longitude 6 h. 23 min. 46.96 s. west of Greenwich, and in latitude 41 degrees, 16 minutes, 5.6 seconds north, and its axis is 1,129 feet or 344 metres above sea level, and 167 feet above the city datum plane or the lowest water of the Missouri river at this place. The transit commands the entire meridian, and the equatorial the entire sky except a portion between the south and southwest.

The location of the Observatory was determined as well by private observations of stars, as by connection with a primary station of the United States Coast and Geodetic Survey about a half a mile distant. On August 5, 6, 7, 1887, a formal exchange of longitude signals took place between The Creighton Observatory and the Naval Observatory in Washington, D. C. And on April 25, and 30 and May 3, 1900, the Observatory of the University of Nebraska at Lincoln obtained its longitude from Creighton Observatory by an exchange of telephonic clock signals.

*Equipment.* A Steward five-inch equatorial telescope is provided with divided circles, a driving clock and a Steinheil grating spectroscope.

A Fauth three-inch transit is equipped with right ascension and declination micrometers and a divided circle read by micrometer microscopes to the tenth of a second.

A modified two-inch Steward altazimuth carries a double eyepiece micrometer and a zenith level.

A vault with triple walls contains a Howard mean time and a Fauth sidereal clock.

There are also a Fauth chronograph, a Heinrich chronometer, a sextant, a double-mirror heliostatt, Baily's astral lantern, fifteen-inch Joslin globes, a variety of eyepieces and other attachments.

The building is lighted by sixteen-candle-power electric lamps, and the instruments by one-candle-power lamps. For many years the chronograph received daily Washington clock signals.

*Foundation.* The equatorial was purchased in 1884 and permanently mounted in 1886. The transit was set up in 1887, and the clock vault built in 1889.

*Object.* The Observatory was erected for a double purpose. First, for the instruction of students. Besides the regular students in the college course of astronomy, there have been special and advanced ones, mostly during the vacation months.

Secondly, to subserve the zeal of its directors. This has depended upon their own inclinations and the time they could spare from other duties. In following this inclination the directors have given their attention to the observation of occasional phenomena and to writing for the standard Astronomical Journals and for several popular magazines.

*Recognition.* The Observatory was first noticed in the report of the Smithsonian Institute of 1885; then in those of 1886 and 1888, and was placed upon its official list of the world's observatories in 1902. It is described in the Congressional Record of the 56th Congress, first session, by Hon. W. E. Chandler in his speech of April 11, 1900. It is listed in Popular Astronomy No. 75, and in the

Revue des Questions Scientifiques in 1906. And finally it appears in *Les Observatoires Astronomiques* and *les Astronomes* issued by the Observatoire Royal de Belgique in 1907.

## DEGREES.

The Degrees of Bachelor of Arts, Bachelor of Science, and Bachelor of Literature are conferred on graduation upon those students who have satisfactorily completed the courses outlined in this Bulletin.

### Examinations and Promotions.

Semi-annual examinations are held in the Senior year; in all the other classes of the College and High School the examinations are bi-monthly. The final examination covers the work from December.

### Class Standing, Awards and Reports.

Examinations are competitive and are followed by a reading of marks. The percentage obtained by each student is announced and the Honor List is published. Those who make 90 per cent and upwards in the collective branches of the class, merit the distinction of First Honors, and those who gain between 85 and 90 per cent, Second Honors. Reports of the conduct and class standing of students are sent, after each examination, to parents and guardians. At the close of the session a Gold Medal of Excellence is awarded to the student who has made the highest average percentage in daily work and written examinations throughout the year. The final written examinations for promotion take place in June and an average of 66 2-3 is required for promotion. Students whose total marks in this examination are above the passing average, but who have fallen below 66 2-3 in some studies, will be "conditioned" in those studies and will not be promoted until the condition is removed by a satisfactory examination.

### General Regulations.

Parents who wish to withdraw their sons before the end of the session are respectfully requested to give notice of their intention to the

Vice-President. Should any student leave of his own accord, or be withdrawn without such notice, or without giving satisfactory reasons, he will not be re-admitted.

To meet the known wishes of parents no student will be allowed to leave the College premises at noon recess without permission of the Prefect of Discipline.

Exemption from any of the classes or other exercises of the school must be obtained by parents or guardians. Except in the case of self-supporting students the matter will not be treated of with the students themselves. In case of absence or tardiness a note of excuse from parents or guardians will be exacted.

Any conduct unbecoming the character of a gentleman will be regarded as a violation of the School rules.

Flagrant offenses, such as are detrimental to the reputation of the school, or interfere with the good of other students, are ground for suspension or for conditional or absolute expulsion.

For faults committed outside of the premises the officers of the College cannot justly be held responsible, as students cease then to be under their jurisdiction; still should any serious charge be fairly substantiated, the offender shall be punished according to the gravity of the offense.

### **Parental Co-Operation.**

The efforts of the teachers and prefects will be much facilitated if the co-operation of the parents can be secured.

Parents are, therefore, earnestly requested:

First. To insist upon daily study at home for two or three hours.

Second. To notify the Vice-President speedily in case their sons are withdrawn, absent or tardy; also if the quarterly report fails to reach them.

Third. To attend notifications sent by the Vice-President in the case of unexplained absence, or imperfect lessons during a considerable length of time.

Fourth. To require and examine the quarterly report, and not to omit inquiry regarding marks which fall below 70.

### **Daily Order.**

The College is open every morning at half past 7 o'clock. Those who come before the time of class proceed at once to the class rooms, and devote the interval to private study. All are required to be present five minutes before half past 8 o'clock, at which hour the Catholic students hear Mass. At 9 o'clock a. m. the regular exercises of class commence, closing at 3 o'clock p. m.

Special arrangements will be necessary in each individual case to excuse late arrival. In case of younger students the reasons for exemption are to be presented by parents or guardians.

### **Holidays.**

The following are ordinary holidays:

Every Thursday; all the holy days of obligation; from December 22 to January 2; from Wednesday in Holy Week to Tuesday in Easter Week.

### **Creighton College Dormitory.**

The Creighton College Dormitory is intended for out-of-town students. The large number of such students attending the College and the difficulty of obtaining accommodations favorable to serious study had long caused much concern to the College authorities. With this Dormitory a beginning was made along lines calculated to allay all concern. The Dormitory provides students with board and lodging at reasonable rates and under conditions conducive to earnestness of application to college work. The discipline of the Dormitory is under the direct control of the College officials.

### **Fees and Expenses.**

No Final Examination and no Credit-Sheet will be given to students who are delinquent in the payment of any bills due to the College.

Tuition is entirely free during the eight years of the High School and College courses, which are open to students from any part of the Union.

Following the practice of all institutions of learning, to which free colleges like this are not an exception, students of the Natural Sciences are expected to pay for the use of chemical and physical apparatus. The charge is \$10.00 per annum.

The Graduation Fee is \$10.00.

A private Room and Board can be had in the Creighton University Dormitory for \$90.00, \$95.00 or \$100.00 per half-year. The difference of price is based entirely upon the location of rooms. Payment must be made in full at the beginning of each term, i. e. in September and in February. While the authorities, in case the Dormitory is filled, will cheerfully assist students from a distance to find suitable homes at reasonable rates for board and room, they will not consent to act as guardians, nor in any way hold themselves responsible for the conduct of these students, when not actually under College supervision.

A fee of \$5.00 will be charged of all students for a student ticket, which will entitle the holder to attend all athletic events, Glee Club Concerts, Varsity Debates, Arts' Play, to a year's subscription to the Chronicle, and the different issues of the Bulletin.

Comparative statement of students' expenses for the academic year, September to June 20th.

	Low	Average	Liberal
Tuition . . . . .	\$ 00.00	\$ 00.00	\$ 00.00
Books, Stationery, Etc. . . . .	6.00	9.00	12.00
Residence (Dormitory) . . . . .	180.00	190.00	200.00
Laundry . . . . .	12.00	20.00	32.00
Student's Ticket . . . . .	5.00	5.00	5.00
Total . . . . .	\$203.00	\$224.00	\$249.00

No limit is placed upon the allowance which parents may make their sons for clothes and pocket-money, but the College authorities urge that it be kept within modest bounds.

# COLLEGE ORGANIZATIONS

---

## **Societies for Religious Culture.**

### **1. The Sodality of the Immaculate Conception.**

The Sodality is an organization of Catholic students who purpose to aim at a more than ordinary degree of earnest and practical Christian virtue. To attain this end the principal means employed is devotion to the Blessed Virgin Mary, Mother of God, by the study and imitation of her virtues, and by practices of piety in her honor; because the Mother of Christ, who was so intimately associated with Him during His earthly life, in the work of redemption, is still close to Him in Heaven and intensely active and powerful for our sanctification.

The purpose of the Sodality, therefore, is not limited to fostering the personal piety of the Associated Members. It aims, furthermore, at instructing them in methods of Christian zeal and charity, and stimulating them to the performance of corresponding good works. The result is to make them at once devout Christians and men of action such as the social needs of the present day demand.

At the weekly meeting the Little Office of the Blessed Virgin is recited, and an appropriate instruction or exhortation is given by the Director, a member of the Faculty.

### **2. The Apostleship of Prayer—League of the Sacred Heart.**

To encourage devotion to the Sacred Heart and to enable the students to acquire, while at College, the zeal for the interests of Our Lord, which is so general among the laity of the Catholic Church, the Apostleship of Prayer was established in 1879, and since then few of the students of the College have failed to have their names enrolled as active members.

### **3. The St. John Berchmans Sanctuary Society.**

The object of this society is to consult the beauty and the solemnity of Divine worship by an accurate observance of the liturgic rites and

ceremonies, and to afford Sodalists of exemplary deportment the sacred privilege of serving at the altar. The Sanctuary Society was organized in 1884, and has always counted from thirty to forty members.

### **Societies for Oratorical Culture.**

#### **1.—The Creighton Oratorical Association.**

As its name implies, the society trains its members to readiness and fluency in speaking before an audience. To this end likewise tends the attention paid to historical study and to composition. Meetings are held on Wednesday evenings and debates alternate with orations, recitations and literary essays. The Association was organized in 1884; in 1899 it was admitted to the Nebraska Collegiate Oratorical Association and during the month of January each year a contest takes place to determine the representative in the Inter-State contest.

#### **2.—The Creighton Literary Society.**

Since December, 1899, the members of this society have, by their earnestness in preparing themselves for appearance in public, well realized the purpose of its foundation, which was to secure for the lower class of the course advantages which the Creighton Oratorical Association insures to the higher.

#### **3.—The Creighton Dramatic Club.**

To further the study of dramatic literature, to improve in elocution, in interpretation, in impersonation and in public speaking, and to insure versatility, polish and self-reliance, the Dramatic Circle was organized in 1899.

### **Societies for Musical Culture.**

#### **1.—The Creighton University Orchestra and Band.**

Organized in 1906 to take the place of the Mandolin Orchestra established in 1899.

These organizations, besides offering the members training in instrumental music, enable them to minister to the enjoyment of their fellow students and of their friends at public entertainments.

## 2.—The University Glee Clubs.

The object of the Glee Club is similar to the Orchestra in furthering a taste for vocal music. Its existence dates back to 1885.

## Other Societies.

### The Creighton Alumni Association.

The Alumni Association was organized October 26, 1903. Its object is to preserve and strengthen the ties of fellow feeling and friendship among former students of the College and to afford them an opportunity of showing their attachment to their Alma Mater.

The following are eligible to active membership: (a) Regular Graduates of the School of Arts; (b) Adoptive Alumni; (c) Ex-Students of the Collegiate Department whose classes have graduated.

The honorary members shall consist of those on whom the Association may see fit to confer title.

### The Creighton University Athletic Association.

This society was organized for the double purpose of fostering a college spirit and of encouraging healthful bodily exercise among the students. The latter aim is not considered as an end sufficiently worthy in itself, but rather as an aid to earnest application to more serious pursuits. The association has been in existence a number of years, but only during the last six years has it made its presence felt in inter-collegiate contests on the gridiron and the diamond. It is the hope and purpose of the association to further indoor athletics by fitting up in the near future a modern gymnasium with all necessary appurtenances.

The University encourages Athletic Sports in so far as they tend to promote the physical and moral development of the student. Kept within the proper limits they are a source of recreation and healthful exercise and help toward implanting in the character habits of gentlemanly self-repression, which cannot be disregarded in any system of education. The University Officers, however, are keenly alive to the fact that Athletic sports will not be productive of good, when they become a separate and recognized department of the Univer-

sity, with a corps of managers, coaches and trainers, having the sole object of winning in inter-collegiate contests at any cost, by clean methods or foul. Athletics so conducted are apt to stamp out the manly spirit of generous rivalry which ought to characterize such contests, and be a constant incentive to coarse behavior and brutal tactics. On the same basis of operation university athletic managers, to maintain the prestige which former victories have brought, are, in a certain sense, compelled to resort to means in recruiting their teams which do not fall short of actual, if not technical, professionalism. To keep an influence so deteriorating from exerting an effect upon our students, Athletics are under the immediate control of the Faculty, which uniformly adheres to well-defined regulations in their management. A creditable standing in class is a requisite of eligibility to any of the University teams. Long schedules and trips which necessitate absence from class, are discouraged.

A spacious campus affords the students ample opportunity to enjoy the pleasure of a home ground. It meets all the requirements of College athletics. Beside the gridiron and the ball-field, there are tennis courts and hand-ball alleys. The dimensions of the campus are 420x400 feet. The situation of the campus is most convenient, as it lies within easy reach of all the Departments, and the Harney and Cuming street cars pass within a block of the main entrance.

---

### ACKNOWLEDGEMENTS.

---

#### Donors of Gold Medals.

Right Reverend P. A. McGovern, D. D., Bishop of Cheyenne.

Knights of Columbus, Omaha Council No. 652.

Ancient Order of Hibernians.

Very Reverend J. Jennette.

Reverend J. Aherne.

Reverend D. P. Harrington.

Reverend P. J. Judge.

Mr. T. J. Mahoney.  
Mr. Thomas J. McShane.  
Mr. Frank Hamilton.  
Mr. Charles W. Hamilton.  
Mr. Thomas C. Byrne.

### Gifts to the Library.

Hon. Gilbert Hitchcock, U. S. Senate: Congressional Record of Sixty-third Congress.  
Hon. C. E. Lobeck, M. C.: Congressional Documents.  
Editor Revista Catolica: El Padre Cantellas.  
Kio-Bun-Kwan, Tokyo: Nature in English Pastoral Poetry.  
Wm. B. Donne: Odes of Horace.  
Miss Stella Hamilton: A number of volumes.  
R. P. Ruiz de Contreras, S. J.: El Padre Luis Fiter, S. J.  
Mrs. C. W. Hamilton: King James' Bible.  
Chicago Association of Commerce: Chicago, the Industrial and Commercial Center of the Mississippi Valley.  
Rev. H. J. Heuser: The Parish Priest on Duty.  
Prudential Insurance Company: Life of John Fairfield Dryden.  
Rev. John Phelan: An Appeal for Unity in Faith.  
Rev. Charles McGinnis: The Communion of Saints.  
Dr. J. J. Walsh: Modern Progress and History.  
A Friend: The Greek Patrology, 161 Volumes.  
Mr. Ingram Crockett: The Greeting and Good-bye of Birds.  
U. S. Brewers' Association: Year Book 1912.  
Mr. P. Majek: Classic German Dictionary.  
Mr. John Bunker: The Nativity, a Poem.  
Miss M. Sullivan: Court Masques of James I.  
W. C. Van Antwerp: The Stock Exchange from Within.  
Mr. Robert Schindler: The Mechanics of the Moon.  
Rev. T. C. Gaffney: Bible Symbols.  
Rev. Madison Peters: Life of Haym Salomon.  
Rev. M. J. O'Connor, S. J.: Bound Volumes of "America."  
The President of Harvard University: Contributions from the Jefferson Physocal Laboratory. Catalogues, Studies, Etc.

The Government of the United States: Official and Scientific Publications from various Departments.

Regents of Smithsonian Institution: Annual Reports. Memoirs. Contributions to Knowledge. Miscellaneous Collections., Etc.

Library of Congress: Report for 1912.

Orchestral Music Catalogue.

List of Maps of Spanish Possessions in the U. S.

Check List of American 18th Century Newspapers.

Various numbers of "Classifications."

Bibliographical Publications.

U. S. Commissioner of Education: Report for 1911, Vol. I and II.

U. S. National Museum: Proceedings, Contributions, Bulletins.

Carnegie Foundation for the Avancement of Teaching: Reports, Bulletins.

#### **Gifts to the Scientific Department.**

Class of 1912: A Gaertner Position Micrometer.

F. Julius Festner, '12: A Lambrecht's Polymeter.

C. Martin, '11: A Foot-Blower.

## PHYSICS.

1. General Physics. A course of lectures, demonstrations and recitations covering in a general manner the fundamental principles of Physics.

First Semester—Mechanics, Heat, and Sound.

Second Semester—Light, Electricity, and Magnetism.

Three hours lecture and two hours laboratory for two semesters.

2. General Physics. A continuation of Course 1, involving a more extended development of the principles of Physics, the derivation and interpretation of formulas and their application to physical problems. Special attention is paid to Mechanics, Heat and Electricity.

Three hours lecture and two hours laboratory for two semesters.

## GEOLOGY.

Dynamical Geology: Winds, Weathering, Rivers, Glaciers, Lakes, the Oceans, Volcanoes, Earthquakes.

Structural Geology: Rock-forming Minerals, Composition and Structure of Rocks, Physiographic Structure.

Historical Geology: Archean, Paleozoic, Mesozoic, Cenozoic, and Psychoic Eras. (Two hours a week for two semesters.)

## ASTRONOMY.

The Doctrine of the Sphere. The Earth, Moon, Sun, Eclipses. Celestial Mechanics. The Planets and Asteroids. Comets and Meteors. The Stars. Uranography. Practice in the use of the Transit Circle, the Equatorial, and of the Ephemeris. Calculation of Eclipses. Use of Spectroscope. (Five hours a week for one semester.)

## BIOLOGY.

1. General Biology. Two lectures and three laboratory hours a week for two semesters.

2. General Physiology. Two lectures and three laboratory hours a week for one semester.

### HISTORY.

1. Freshman Year.—Three hours a week for two terms.  
Mediaeval History. Guggenberger's History of the Christian Era, Volume 2.
2. Sophomore Year.—Three hours a week for two terms.  
Modern History. Guggenberger's History of the Christian Era, Volume 3.
3. Junior Year.—One hour a week for two terms.  
History of Philosophy. Turner's History of Philosophy.
4. Senior Year.—One hour a week for two terms.  
History of Philosophy. Turner's History of Philosophy.

### PEDAGOGY.

1. History of Education. Three hours a week for two semesters. This course covers the ancient, mediaeval, and modern periods.
2. Child Study. Two hours a week for one semester.  
A study of the physiology and psychology of childhood with their bearing upon the science of teaching.
3. Systems in Education. Two hours a week for one semester.  
A comparative study of the principal systems of education.
4. Educational Psychology. Three hours a week for one semester.  
A study of psychological facts in their bearing on the work of education; of physical growth in its relation to mental development; instincts; heredity; individuality; abnormalities.
5. Philosophy of Education. Two hours a week for one semester.  
This course deals with the principles underlying all education

and of the relative values of different curricula when tested by these principles.

6. Educational Theory and Practice. Two hours a week for two semesters.
7. Observation of Expert Teaching. Three hours a week for one semester.
8. Practice Teaching. Five hours a week for one semester.

Opportunities for practice in actual teaching are afforded by the Creighton University High School and by St. John's Grammar School; opportunities for observation, by the above as well as by the public high schools of Omaha and vicinity.

The purpose of this course is to give such special training for the teaching profession as will entitle the recipient of the bachelor's degree in the Arts course to be accredited as a qualified teacher within the meaning of the school law of Nebraska.

The conditions for entrance are the same as for the College of Arts. The course embraces, besides the branches taught in that department, the special studies required by law for teachers; such as the theory and art of teaching, the history of education, methods of instruction, school supervision, etc.

### UNIVERSITY TEACHERS' CERTIFICATE.

The University Teachers' Certificate is granted to graduates of the College who have satisfactorily completed this special course as outlined below, in virtue of the recognition of The Creighton University by the State Superintendent of Public Instruction "as an institution duly incorporated under the laws of the State of Nebraska, and having an equivalent of the courses in the University of Nebraska for the degrees of Bachelor of Arts and Bachelor of Science. It is, therefore, authorized to issue certificates to such graduates as have completed the course of special training and instruction of teachers, said course being an equivalent of the course prescribed by the regents and faculty of the University of Nebraska for the special training and instruction of teach-

ers, and such graduates shall be accredited as qualified teachers within the meaning of the school laws of the State, having equal privilege upon equal conditions with graduates from any and all other educational institutions within the State under the school laws thereof."

### REQUIREMENTS.

First. General knowledge. The candidate must hold the Bachelor's or Master's degree from this University.

Second. Special knowledge. The completion of work amounting to at least forty hours divided between two or three subjects which the student expects to teach, the ultimate decision as to the student's proficiency resting with the Professors concerned.

Third. Professional knowledge. The completion of fifteen hours in the History and Science of Education, Educational Psychology and Educational Theory and Practice.

Fourth: Practice Teaching. The completion of one hour daily for one semester devoted to actual teaching and of three hours weekly for one semester devoted to observation of expert teaching.

### The Department of Physics.

The Department of Physics occupies the entire front of the north wing on the third floor. The lecture room is 26x33 feet and the seats are arranged in tiers. There is every convenience for experimenting with sunlight and with arc and incandescent lamps, with direct and alternating currents, supplied by external circuits, with compressed and rarified air, gas, water, and the like. Nearby is a laboratory generously equipped with instruments and conveniences for the students' work.

The cabinet of physical apparatus measures 33x54 feet and is exceptionally well stocked with instruments of all kinds. Besides the ordinary physical equipment there is a triple stereopticon with every attachment, prism and grating spectroscopes, a binocular microscope with ten objectives, an elaborate outfit and a large classified list of prepared objects, an electric gyroscope, a motor generator, a mercury arc rectifier, a very large induction coil, and a fine display of Geisler tubes.

### Department of Chemistry.

The Department of Chemistry is located on the second floor in the main building, and occupies a space of 51x60 feet. In the lecture room the seats are arranged in tiers. The table commands every facility, and a large fume chamber is close at hand. The supply of chemicals is very complete, and there is also a dark room for photographic work. The laboratory accommodates sixty students, each of whom has direct access from his own locker to gas, water and drainage.

### The Astronomical Observatory.

WILLIAM F. RIGGE, *Director.*

*Building.* The Observatory consists of an equatorial room 14½ feet in diameter, capped by a hemispherical dome, and a transit room 15x16 feet, connected by a short passage. The material is pressed brick trimmed with stone.

*Location.* The Observatory is situated about 250 feet north of the main entrance of the college, and on the termination of the spur of a hill from which there is an abrupt descent in all directions except south. The transit is in longitude 6 h. 23 min. 46.96 s. west of Greenwich, and in latitude 41 degrees, 16 minutes, 5.6 seconds north, and its axis is 1,129 feet or 344 metres above sea level, and 167 feet above the city datum plane or the lowest water of the Missouri river at this place. The transit commands the entire meridian, and the equatorial the entire sky except a portion between the south and southwest.

The location of the Observatory was determined as well by private observations of stars, as by connection with a primary station of the United States Coast and Geodetic Survey about a half a mile distant. On August 5, 6, 7, 1887, a formal exchange of longitude signals took place between The Creighton Observatory and the Naval Observatory in Washington, D. C. And on April 25, and 30 and May 3, 1900, the Observatory of the University of Nebraska at Lincoln obtained its longitude from Creighton Observatory by an exchange of telephonic clock signals.

*Equipment.* A Steward five-inch equatorial telescope is provided with divided circles, a driving clock and a Steinheil grating stepscope.

A Fauth three-inch transit is equipped with right ascension and declination micrometers and a divided circle read by micrometer microscopes to the tenth of a second.

A modified two-inch Steward altazimuth carries a double eyepiece micrometer and a zenith level.

A vault with triple walls contains a Howard mean time and a Fauth sidereal clock.

There are also a Fauth chronograph, a Heinrich chronometer, a sextant, a double-mirror heliostatt, Baley's astral lantern, fifteen-inch Joslin globes, a variety of eyepieces and other attachments.

The building is lighted by sixteen-candle-power electric lamps, and the instruments by one-candle-power lamps. For many years the chronograph received daily Washington clock signals.

*Foundation.* The equatorial was purchased in 1884 and permanently mounted in 1886. The transit was set up in 1887, and the clock vault built in 1889.

*Object.* The Observatory was erected for a double purpose. First, for the instruction of students. Besides the regular students in the college course of astronomy, there have been special and advanced ones, mostly during the vacation months.

Secondly, to subserve the zeal of its directors. This has depended upon their own inclinations and the time they could spare from other duties. In following this inclination the directors have given their attention to the observation of occasional phenomena and to writing for the standard *Astronomical Journals* and for several popular magazines.

*Recognition.* The Observatory was first noticed in the report of the Smithsonian Institute of 1885; then in those of 1886 and 1888, and was placed upon its official list of the world's observatories in 1902. It is described in the Congressional Record of the 56th Congress, first session, by Hon. W. E. Chandler in his speech of April 11, 1900. It is listed in *Popular Astronomy* No. 75, and in the

Revue des Questions Scientifiques in 1906. And finally it appears in *Les Observatoires Astronomiques* and *les Astronomes* issued by the Observatoire Royal de Belgique in 1907.

## DEGREES.

The Degrees of Bachelor of Arts, Bachelor of Science, and Bachelor of Literature are conferred on graduation upon those students who have satisfactorily completed the courses outlined in this Bulletin.

### Examinations and Promotions.

Semi-annual examinations are held in the Senior year; in all the other classes of the College and High School the examinations are bi-monthly. The final examination covers the work from December.

### Class Standing, Awards and Reports.

Examinations are competitive and are followed by a reading of marks. The percentage obtained by each student is announced and the Honor List is published. Those who make 90 per cent and upwards in the collective branches of the class, merit the distinction of First Honors, and those who gain between 85 and 90 per cent, Second Honors. Reports of the conduct and class standing of students are sent, after each examination, to parents and guardians. At the close of the session a Gold Medal of Excellence is awarded to the student who has made the highest average percentage in daily work and written examinations throughout the year. The final written examinations for promotion take place in June and an average of 66 2-3 is required for promotion. Students whose total marks in this examination are above the passing average, but who have fallen below 66 2-3 in some studies, will be "conditioned" in those studies and will not be promoted until the condition is removed by a satisfactory examination.

### General Regulations.

Parents who wish to withdraw their sons before the end of the session are respectfully requested to give notice of their intention to the

Vice-President. Should any student leave of his own accord, or be withdrawn without such notice, or without giving satisfactory reasons, he will not be re-admitted.

To meet the known wishes of parents no student will be allowed to leave the College premises at noon recess without permission of the Prefect of Discipline.

Exemption from any of the classes or other exercises of the school must be obtained by parents or guardians. Except in the case of self-supporting students the matter will not be treated of with the students themselves. In case of absence or tardiness a note of excuse from parents or guardians will be exacted.

Any conduct unbecoming the character of a gentleman will be regarded as a violation of the School rules.

Flagrant offenses, such as are detrimental to the reputation of the school, or interfere with the good of other students, are ground for suspension or for conditional or absolute expulsion.

For faults committed outside of the premises the officers of the College cannot justly be held responsible, as students cease then to be under their jurisdiction; still should any serious charge be fairly substantiated, the offender shall be punished according to the gravity of the offense.

### **Parental Co-Operation.**

The efforts of the teachers and prefects will be much facilitated if the co-operation of the parents can be secured.

Parents are, therefore, earnestly requested:

First. To insist upon daily study at home for two or three hours.

Second. To notify the Vice-President speedily in case their sons are withdrawn, absent or tardy; also if the quarterly report fails to reach them.

Third. To attend notifications sent by the Vice-President in the case of unexplained absence, or imperfect lessons during a considerable length of time.

Fourth. To require and examine the quarterly report, and not to omit inquiry regarding marks which fall below 70.

### **Daily Order.**

The College is open every morning at half past 7 o'clock. Those who come before the time of class proceed at once to the class rooms, and devote the interval to private study. All are required to be present five minutes before half past 8 o'clock, at which hour the Catholic students hear Mass. At 9 o'clock a. m. the regular exercises of class commence, closing at 3 o'clock p. m.

Special arrangements will be necessary in each individual case to excuse late arrival. In case of younger students the reasons for exemption are to be presented by parents or guardians.

### **Holidays.**

The following are ordinary holidays:

Every Thursday; all the holy days of obligation; from December 22 to January 2; from Wednesday in Holy Week to Tuesday in Easter Week.

### **Creighton College Dormitory.**

The Creighton College Dormitory is intended for out-of-town students. The large number of such students attending the College and the difficulty of obtaining accommodations favorable to serious study had long caused much concern to the College authorities. With this Dormitory a beginning was made along lines calculated to allay all concern. The Dormitory provides students with board and lodging at reasonable rates and under conditions conducive to earnestness of application to college work. The discipline of the Dormitory is under the direct control of the College officials.

### **Fees and Expenses.**

No Final Examination and no Credit-Sheet will be given to students who are delinquent in the payment of any bills due to the College.

Tuition is entirely free during the eight years of the High School and College courses, which are open to students from any part of the Union.

Following the practice of all institutions of learning, to which free colleges like this are not an exception, students of the Natural Sciences are expected to pay for the use of chemical and physical apparatus. The charge is \$10.00 per annum.

The Graduation Fee is \$10.00.

A private Room and Board can be had in the Creighton University Dormitory for \$90.00, \$95.00 or \$100.00 per half-year. The difference of price is based entirely upon the location of rooms. Payment must be made in full at the beginning of each term, i. e. in September and in February. While the authorities, in case the Dormitory is filled, will cheerfully assist students from a distance to find suitable homes at reasonable rates for board and room, they will not consent to act as guardians, nor in any way hold themselves responsible for the conduct of these students, when not actually under College supervision.

A fee of \$5.00 will be charged of all students for a student ticket, which will entitle the holder to attend all athletic events, Glee Club Concerts, Varsity Debates, Arts' Play, to a year's subscription to the Chronicle, and the different issues of the Bulletin.

Comparative statement of students' expenses for the academic year, September to June 20th.

	Low	Average	Liberal
Tuition .....	\$ 00.00	\$ 00.00	\$ 00.00
Books, Stationery, Etc. ....	6.00	9.00	12.00
Residence (Dormitory) .....	180.00	190.00	200.00
Laundry .....	12.00	20.00	32.00
Student's Ticket .....	5.00	5.00	5.00
Total .....	\$203.00	\$224.00	\$249.00

No limit is placed upon the allowance which parents may make their sons for clothes and pocket-money, but the College authorities urge that it be kept within modest bounds.

# COLLEGE ORGANIZATIONS

---

## **Societies for Religious Culture.**

### **1. The Sodality of the Immaculate Conception.**

The Sodality is an organization of Catholic students who purpose to aim at a more than ordinary degree of earnest and practical Christian virtue. To attain this end the principal means employed is devotion to the Blessed Virgin Mary, Mother of God, by the study and imitation of her virtues, and by practices of piety in her honor; because the Mother of Christ, who was so intimately associated with Him during His earthly life, in the work of redemption, is still close to Him in Heaven and intensely active and powerful for our sanctification.

The purpose of the Sodality, therefore, is not limited to fostering the personal piety of the Associated Members. It aims, furthermore, at instructing them in methods of Christian zeal and charity, and stimulating them to the performance of corresponding good works. The result is to make them at once devout Christians and men of action such as the social needs of the present day demand.

At the weekly meeting the Little Office of the Blessed Virgin is recited, and an appropriate instruction or exhortation is given by the Director, a member of the Faculty.

### **2. The Apostleship of Prayer—League of the Sacred Heart.**

To encourage devotion to the Sacred Heart and to enable the students to acquire, while at College, the zeal for the interests of Our Lord, which is so general among the laity of the Catholic Church, the Apostleship of Prayer was established in 1879, and since then few of the students of the College have failed to have their names enrolled as active members.

### **3. The St. John Berchmans Sanctuary Society.**

The object of this society is to consult the beauty and the solemnity of Divine worship by an accurate observance of the liturgic rites and

ceremonies, and to afford Sodalists of exemplary deportment the sacred privilege of serving at the altar. The Sanctuary Society was organized in 1884, and has always counted from thirty to forty members.

### **Societies for Oratorical Culture.**

#### **1.—The Creighton Oratorical Association.**

As its name implies, the society trains its members to readiness and fluency in speaking before an audience. To this end likewise tends the attention paid to historical study and to composition. Meetings are held on Wednesday evenings and debates alternate with orations, recitations and literary essays. The Association was organized in 1884; in 1899 it was admitted to the Nebraska Collegiate Oratorical Association and during the month of January each year a contest takes place to determine the representative in the Inter-State contest.

#### **2.—The Creighton Literary Society.**

Since December, 1899, the members of this society have, by their earnestness in preparing themselves for appearance in public, well realized the purpose of its foundation, which was to secure for the lower class of the course advantages which the Creighton Oratorical Association insures to the higher.

#### **3.—The Creighton Dramatic Club.**

To further the study of dramatic literature, to improve in elocution, in interpretation, in impersonation and in public speaking, and to insure versatility, polish and self-reliance, the Dramatic Circle was organized in 1899.

### **Societies for Musical Culture.**

#### **1.—The Creighton University Orchestra and Band.**

Organized in 1906 to take the place of the Mandolin Orchestra established in 1899.

These organizations, besides offering the members training in instrumental music, enable them to minister to the enjoyment of their fellow students and of their friends at public entertainments.

## 2.—The University Glee Clubs.

The object of the Glee Club is similar to the Orchestra in furthering a taste for vocal music. Its existence dates back to 1885.

## Other Societies.

### The Creighton Alumni Association.

The Alumni Association was organized October 26, 1903. Its object is to preserve and strengthen the ties of fellow feeling and friendship among former students of the College and to afford them an opportunity of showing their attachment to their Alma Mater.

The following are eligible to active membership: (a) Regular Graduates of the School of Arts; (b) Adoptive Alumni; (c) Ex-Students of the Collegiate Department whose classes have graduated.

The honorary members shall consist of those on whom the Association may see fit to confer title.

### The Creighton University Athletic Association.

This society was organized for the double purpose of fostering a college spirit and of encouraging healthful bodily exercise among the students. The latter aim is not considered as an end sufficiently worthy in itself, but rather as an aid to earnest application to more serious pursuits. The association has been in existence a number of years, but only during the last six years has it made its presence felt in inter-collegiate contests on the gridiron and the diamond. It is the hope and purpose of the association to further indoor athletics by fitting up in the near future a modern gymnasium with all necessary appurtenances.

The University encourages Athletic Sports in so far as they tend to promote the physical and moral development of the student. Kept within the proper limits they are a source of recreation and healthful exercise and help toward implanting in the character habits of gentlemanly self-repression, which cannot be disregarded in any system of education. The University Officers, however, are keenly alive to the fact that Athletic sports will not be productive of good, when they become a separate and recognized department of the Univer-

sity, with a corps of managers, coaches and trainers, having the sole object of winning in inter-collegiate contests at any cost, by clean methods or foul. Athletics so conducted are apt to stamp out the manly spirit of generous rivalry which ought to characterize such contests, and be a constant incentive to coarse behavior and brutal tactics. On the same basis of operation university athletic managers, to maintain the prestige which former victories have brought, are, in a certain sense, compelled to resort to means in recruiting their teams which do not fall short of actual, if not technical, professionalism. To keep an influence so deteriorating from exerting an effect upon our students, Athletics are under the immediate control of the Faculty, which uniformly adheres to well-defined regulations in their management. A creditable standing in class is a requisite of eligibility to any of the University teams. Long schedules and trips which necessitate absence from class, are discouraged.

A spacious campus affords the students ample opportunity to enjoy the pleasure of a home ground. It meets all the requirements of College athletics. Beside the gridiron and the ball-field, there are tennis courts and hand-ball alleys. The dimensions of the campus are 420x400 feet. The situation of the campus is most convenient, as it lies within easy reach of all the Departments, and the Harney and Cuming street cars pass within a block of the main entrance.

---

### ACKNOWLEDGEMENTS.

---

#### Donors of Gold Medals.

Right Reverend P. A. McGovern, D. D., Bishop of Cheyenne.

Knights of Columbus, Omaha Council No. 652.

Ancient Order of Hibernians.

Very Reverend J. Jennette.

Reverend J. Aherne.

Reverend D. P. Harrington.

Reverend P. J. Judge.

Mr. T. J. Mahoney.  
Mr. Thomas J. McShane.  
Mr. Frank Hamilton.  
Mr. Charles W. Hamilton.  
Mr. Thomas C. Byrne.

### Gifts to the Library.

Hon. Gilbert Hitchcock, U. S. Senate: Congressional Record of  
Sixty-third Congress.  
Hon. C. E. Lobeck, M. C.: Congressional Documents.  
Editor Revista Catolica: El Padre Cantellas.  
Kio-Bun-Kwan, Tokyo: Nature in English Pastoral Poetry.  
Wm. B. Donne: Odes of Horace.  
Miss Stella Hamilton: A number of volumes.  
R. P. Ruiz de Contreras, S. J.: El Padre Luis Fiter, S. J.  
Mrs. C. W. Hamilton: King James' Bible.  
Chicago Association of Commerce: Chicago, the Industrial and Com-  
mercial Center of the Mississippi Valley.  
Rev. H. J. Heuser: The Parish Priest on Duty.  
Prudential Insurance Company: Life of John Fairfield Dryden.  
Rev. John Phelan: An Appeal for Unity in Faith.  
Rev. Charles McGinnis: The Communion of Saints.  
Dr. J. J. Walsh: Modern Progress and History.  
A Friend: The Greek Patrology, 161 Volumes.  
Mr. Ingram Crockett: The Greeting and Good-bye of Birds.  
U. S. Brewers' Association: Year Book 1912.  
Mr. P. Majek: Classic German Dictionary.  
Mr. John Bunker: The Nativity, a Poem.  
Miss M. Sullivan: Court Masques of James I.  
W. C. Van Antwerp: The Stock Exchange from Within.  
Mr. Robert Schindler: The Mechanics of the Moon.  
Rev. T. C. Gaffney: Bible Symbols.  
Rev. Madison Peters: Life of Haym Salomon.  
Rev. M. J. O'Connor, S. J.: Bound Volumes of "America."  
The President of Harvard University: Contributions from the Jefferson  
Physocal Laboratory. Catalogues, Studies, Etc.

The Government of the United States: Official and Scientific Publications from various Departments.

Regents of Smithsonian Institution: Annual Reports. Memoirs. Contributions to Knowledge. Miscellaneous Collections., Etc.

Library of Congress: Report for 1912.

Orchestral Music Catalogue.

List of Maps of Spanish Possessions in the U. S.

Check List of American 18th Century Newspapers.

Various numbers of "Classifications."

Bibliographical Publications.

U. S. Commissioner of Education: Report for 1911, Vol. I and II.

U. S. National Museum: Proceedings, Contributions, Bulletins.

Carnegie Foundation for the Advancement of Teaching: Reports, Bulletins.

### **Gifts to the Scientific Department.**

Class of 1912: A Gaertner Position Micrometer.

F. Julius Festner, '12: A Lambrecht's Polymeter.

C. Martin, '11: A Foot-Blower.

# The Creighton High School

### Creighton High School.

The instruction given at the Creighton High School, besides being a preparation for college, aims at imparting an education such as is usually given in the best High Schools and Academies. It comprises four classes, corresponding to the four years' classical course of approved High School.

As it is one of the main ends of education to develop in the youthful mind the habit of clear and accurate thinking, much attention is given during the first year or two, to the analysis and synthesis of sentences, and in general, to the study of grammatical rules and principles. This is all the more insisted upon because a thorough knowledge of Etymology and Syntax is the only sound basis for the more advanced work of reading and literary interpretation. For the same reasons, authors are studied with much care and minuteness, with a view to thoroughness rather than to extensive reading in the Latin and Greek authors. A little well thought out is more effective towards true education than a great deal that is ill-digested and imperfectly understood.

Much more stress is laid on the subject of Latin composition than is usual in High Schools, for the reason that the value of the study of Latin, as an educational instrument, rests in no small measure on the work of composition. The reading of Latin, as it is usually practiced, requires comparatively little mental effort; but translation from English into Latin forces thought and reflection. There is scarcely an intellectual process which the young student has to go through that requires more reflection and alertness of mind, a more concentrated attention and a clearer insight into the precise meaning of language than the task of "reproducing in an ancient tongue the thoughts and sentences of modern speech." If Latin deserves to be retained as an instrument of training, Latin composition deserves to be studied well.

In Mathematics, Physical Science, and other studies, the programme here set down follows the usual division of subjects in approved High School courses. The course in English is particularly thorough and complete. Gradual and harmonious development on a systematic basis has ever been the aim in the selection and gradation of all these studies.

Besides the regular course-classes there is a Special Latin and Greek Class maintained to enable High School students, who have not taken Latin or Greek to make up that deficiency. For entrance to this Special Class it is required that a student shall have made at least one year of High School studies.

The Greek of this class is open also to students who have qualified for Freshman Class of Creighton in all requirements except Greek.

### Requirements for Admission.

1. All applicants for admission must give satisfactory evidence of good moral character.
2. Candidates who have successfully completed the eighth grade in a parochial or public school will be admitted without examination.
3. All other candidates for admission must pass a satisfactory examination in the following subjects:

#### ENGLISH.

Grammar: Parts of speech; cases; tenses; voice; active and passive; classification of sentences; parsing; analysis of complex sentences.

Composition: A short letter or narrative to test the candidate's ability to write grammatical English.

#### ARITHMETIC.

Fractions, common and decimal; denominate numbers; measurements; percentage, including commission, stock and bonds, simple and compound interest, discount; ratio and proportion; square and cube roots.

#### HISTORY.

Principal epochs and events of the history of the United States; some knowledge of the chief actors in these events; causes and results of great governments and wars.

## GEOGRAPHY.

Division of the world into continents; political division of the continents; form of government of each country, its chief cities, its great rivers and products, etc.

**The Creighton University High School Prescribed Course.**  
**FIRST YEAR.**

Subjects. First Term.	Periods..	Time....	Subjects. Second Term.	Periods..	Time....
Christian Doctrine ...	2	30	Christian Doctrine ...	2	30
Latin .....	5	60	Latin .....	5	60
English .....	5	50	English .....	5	50
Greek History .....	5	50	Greek History .....	5	50
Algebra .....	5	45	Algebra .....	5	45

## SECOND YEAR.

Christian Doctrine ...	2	30	Christian Doctrine ...	2	30
Latin .....	5	60	Latin .....	5	60
Greek .....	5	50	Greek .....	5	50
English .....	5	45	Roman History .....	3	50
Roman History .....	3	50	Algebra .....	5	45
Algebra .....	5	45	English .....	5	45

## THIRD YEAR.

Christian Doctrine ...	2	30	Christian Doctrine ...	2	30
Latin .....	5	60	Latin .....	5	60
Greek .....	5	50	Greek .....	5	50
English .....	5	45	English .....	5	45
American History ...	3	50	American History ...	3	50
Geometry, Plane ....	5	45	Geometry, Plane ....	5	45

## FOURTH YEAR.

Christian Doctrine ...	2	30	Christian Doctrine ...	2	30
Latin .....	5	60	Latin .....	5	60
Greek .....	5	50	Greek .....	5	50
English .....	5	45	English .....	5	45
Mediaeval History ...	3	30	Mediaeval History ...	3	30
Geometry, Solid ....	5	45	Trigonometry, Plane ..	5	45
Physics .....	5	45	Physics .....	5	45

## Schedule of Studies.

### LATIN.

First Year—Ten periods of 60 minutes each.

Precepts: (First and Second Terms) Etymology; rules of concord of noun, adjective, relative, and verb. Bennett's Grammar.

Practice: Short exercises and daily oral drill. The exercises are arranged by the instructor.

Memory: Pupils are required to learn by heart about ten vocables a day. These vocables are used in the daily oral and written exercises.

Second Year—Five periods of 60 minutes each.

Precepts: (First Term) First year matter reviewed, including exceptions; irregular, defective and impersonal verbs, adverbs and prepositions.

(Second Term) Chief rules for cases. Also the grammatical notes in Arnold to No. 177.

Author: Caesar, de Bello Gallico.

Sight Reading: (Both Terms) Part of Author not seen thoroughly.

Practice: (First Term) Sentences arranged by instructor.

(Second Term) Arnold's Latin Prose Composition—first ten exercises with at least two supplementary exercises.

Memory: (Both Terms) Important verbs with their principal parts as given in Bennett, No. 120, etc., eight or ten a day.

Third Year—Five periods of 60 minutes each.

Precepts: (First Term) Review of the syntax of nouns; syntax of adjectives and pronouns.

(Second Term) Syntax of verbs.

Authors: (First Term) Caesar, de Bello Gallico and Cicero's Letters.

(Second Term) Caesar, de Bello Gallico, and Cicero's Letters.

Sight Reading: (Both Terms) Parts of authors not read thoroughly.

Practice: (Both Terms) Bradley's Arnold, from No. 77 to No| 262.

Fourth Year—Five periods of 60 minutes each.

Precepts: (First Term) Review of syntax of nouns, adjectives, pronouns, and verbs to the moods.

(Second Term) Review of the rest of syntax; word-order, sentence-structure, and style; Julian Calendar, Prosody.

Authors: (First Term) Cicero, In Catilinam, I, III, pro Archia; Ovid's Metamorphoses.

(Second Term) Virgil's Eclogues; Aeneid, books I, II.

Sight Reading: Selections from Virgil's Eclogues, Georgics, or Aeneid.

Practice: (First Term) Bradley's Arnold, from number 262 to 365.

(Second Term) Bradley's Arnold, from number 382 to 401 and from 419 to 527.

Memory: A few lines from author daily.

## GREEK.

Second Year—Five periods.

Precepts: (Both Terms) Declension of nouns, regular and irregular; adjectives; the regular verb. Kaegi-Kleist's Grammar, Nos. 1 to 80.

Practice: Two themes a week; frequent written class exercises; a written review once a week.

Memory: Six or eight words daily.

Third Year—Five periods.

Precepts (First Term) The regular verb repeated; contract verbs; pure, mute, and liquid verbs. Kaegi-Kleist Nos. 80-98.

(Second Term) Verbs in *mi*; irregular verbs Nos. 90 to 112 inclusive; syntax to cases, Nos. 114 to 131.

Authors: (First Term) White's First Greek Book.

(Second Term) Xenophon's Anabasis, books I and II.

Practice: (Both Terms) A theme twice a week. Frequent written class exercises.

Memory: Word-list from the Grammar and the author.

Fourth Year—Five periods.

Precepts: (First Term) Syntax of cases; prepositions; tenses; moods, Nos. 131 to 176.

(Second Term) Moods, clauses, verbal nouns and adjectives; particles, Nos. 176 to 208.

Authors: (First Term) Xenophon's Anabasis, books III and IV.

(Second Term) Homer's Odyssey, book I.

Sight Reading: Xenophon's Anabasis or Cyropoedia.

Practice: (Both Terms) Two themes a week, built on the words and sentences of Xenophon, and illustrating the rules of syntax.

## ENGLISH.

First Year—Five periods.

Precepts and Practice: Analysis and sentence-building, punctuation and occasional practice in letter-writing.

Text-Books: McNichol's Fundamental English and Ryan's Studies in Irving.

Texts for Study: Irving, The Sketch Book; Hawthorne, Tanglewood Tales; Dickens, Christmas Carols; Goldsmith, Deserted Village; Longfellow, Evangeline; Whittier, Snowbound; Scott, Lady of the Lake.

Memory: From the authors reads in class.

Second Year—Five periods.

Precepts and Practice: The period; development and imitation

of periods; the paragraph; constructive principles of the paragraph; analysis and imitation of paragraphs.

Text-Books: Donnelly's *Imitation and Analysis*, and Ryan's *Studies in Irving* as a companion book for work in composition.

Texts for Study: Hawthorne, *The Great Stone Face*, *The Snow Image*; Poe, *The Gold Bug*, *The Purloined Letter*; Wiseman, *Fabiola*; Macauley, *Lays of Ancient Rome*; Longfellow, *Tales of a Wayside Inn*; Bryant, *Selections*; Arnold, *Sorab and Rustum*.

Memory: From the authors read in class.

Third Year—Five periods.

Precepts and Practice: Thorndike, *Elements of Rhetoric and Composition*; *Sentences, Words, Good Use*.

Texts for Study: Lamb, *Select Essays of Elia*; De Quincey, *Flight of a Tartar Tribe*; Newman, *Callista*; Lafcadio Hearn, *Chita*; Tennyson, *The Holy Grail*, *The Passing of Arthur*; De Vere, *Domville's Selections*; Drake, *Culprit Fay*; Lowell, *Vision of Sir Launfal*.

Memory: From the authors read in class.

Fourth Year—Five periods.

Precepts and Practice: The four species of prose composition; versification; essays.

Text-Book: Thorndike's *Elements of Rhetoric and Composition*.

Texts for Study: Macauley, *Select Essays*; Newman, *Prose Selections*; Addison, *Selections from Spectator*; Burke, *Conciliation with the Colonies*; Wordsworth, *Selections*; Moore's *Melodies*; Shakespeare, *Merchant of Venice* or *Mabeth*.

Memory: From the authors read in class.

## PUBLIC SPEAKING AND DEBATING.

Two hours once a week, nine months, besides special help given to individuals by the Professor.

The object of this course is essentially the same as that of the corresponding course in the Collegiate Department, to acquire ease

and fluency in addressing an audience. The work undertaken to this end by the students of the High School Department is, however, of necessity, more restricted in its scope than that of the College course. **Absolute** grammatical correctness and propriety of diction in composition form the requisites for admission, and the proficiency in extempore speaking, together with an apt and graceful delivery, should be the constant aim of the student at this stage of his progress. The exercises adopted with the view to attain such proficiency afford ample opportunity for higher development.

#### Exercises:

1. Declamation and elocutionary reading of selections in prose or verse, followed by judicious criticism for the benefit of all the students by the Instructor, a member of the Faculty.
2. The writing and reading of original papers on topics of interest, with special attention paid to precision and elegance of language and to correctness of taste.
3. Reviews of select pieces of standard literature and estimates of character chiefly in classic fiction.
4. Discussion of the merits and influence of great men in history; of national movements, etc., as studied in class.
5. Regular debates on questions within the mental range of the members, involving careful preparation, clear, and logical treatment of argument, and a forceful and easy delivery.
6. Off-hand speaking in rebuttal of argument or in the transaction of business.

### MATHEMATICS.

#### First Year—Five periods.

(First Term)—Algebra,—from the beginning to Common Factors. Chapter one to seven, exclusive, of Wentworth's Complete Algebra.

(Second Term) Common Factors to Simultaneous Equations of the first degree. Also Loci of Equations. Chapters seven to eleven and Chapter thirty-two of Wentworth's Complete Algebra.

Second Year—Four periods.

(First Term)—Algebra—Simultaneous Equations to Indeterminate Equations. Chapter eleven to sixteen of Wentworth's Complete Algebra.

(Second Term) Algebra.

Third Year—Four periods.

(First Term) Wentworth's Plane and Solid Geometry, books I and II.

(Second Term) Wentworth's Plane and Solid Geometry, books III, IV, and V.

Fourth Year—Four periods.

(First Term) Wentworth's Plane and Solid Geometry, books VI, VII, and VIII.

(Second Term) Plane Trigonometry, Chapters one to five.

## HISTORY.

First Year—Two periods.

Oriental and Grecian History. Text-books: Morey's Outlines of Ancient History.

Second Year—Two periods.

History of Rome Text-book: Morey's Outlines of Ancient History.

Third Year—Two periods.

History of the United States. Text-book: Montgomery's History of the United States, and Macy's Lessons in Civil Government.

Fourth Year—Two periods.

Guggenberger's History of the Christian Era.

## CHRISTIAN DOCTRINE.

First Year—Two thirty-minute periods.

Faith—Its object, necessity and qualities. The Apostle's Creed.

Text-book: Deharbe's Large Catechism.

Second Year—Two thirty-minute periods.

The Commandments of God, Precepts of the Church, Sin and Virtue.

Text-book: Deharbe's Large Catechism.

Third Year—Two thirty-minute periods.

Coppen's Systematic Study of the Catholic Religion, Treatise IV, from Grace to the end of the book.

Fourth Year—Two thirty-minute periods weekly.

Coppen's Systematic Study of the Catholic Religion, Treatise I, The Christian Revelation, to Treatise IV.

## PHYSICS.

Fourth Year—Five periods.

(First Term) Carhart and Chute's First Course in Physics.

Kinematics; Dynamics; Properties of Matter, Dynamics of Fluids; Energy of Mass Vibration; Molecular Vibration; Molecular Dynamics.

(Second Term) Carhart and Chute's First Course in Physics.

Ether Dynamics: Radiation; Light; Electrostatics; Electrodynamics.

Lecture with experimental demonstration, four periods; Laboratory work, one period of two hours.

## MODERN LANGUAGES.

Course I. *German*—Three half-hours a week, one year.

(a) Precepts. Syntax completed. Comparison of idioms in English and German.

(b) Practice. Exercises in translation, both oral and written.

(c) Authors: Classic selections at the option of the Professor.

Course II. *German*—Three half-hours a week, one year.

(a) Precepts. Etymology.—Fundamental Rules of Syntax.—Idioms.

(b) Practice. Reading exercises, oral and written, in translation.

(c) Authors: Extracts from grammar.

Course III. *French*—Three half-hours a week, one year.

(a) Precepts. Review of irregular verbs.—Syntax completed.

(b) Translation. Oral and written translation.

(c) Authors: Selections at the option of the Professor.

Course IV. *French*—Three half-hours a week, one year.

(a) Precepts. Etymology to irregular verbs.—Easier rules of syntax.

(b) Practice. Reading.—Oral and written translation.

(c) Extracts from grammar.

## College Register.

Albers, John, Sophomore .....	Germany
Baldwin, Grove, Freshman .....	Elkhorn, Neb.
Barrett, Frank A., Senior .....	South Omaha
Beveridge, John V., Senior .....	Omaha
Block, Max, Freshman .....	Omaha
Boone, Henry H., Freshman .....	Topeka, Kas.
Breen, Joseph W., Freshman .....	Cumming, Ia.
Bruckner, Louis H., Sophomore .....	Platte Center, Neb.
Burke, Paul A., Junior .....	Omaha
Burns, Frank, Senior .....	Sioux City, Ia.
Busch, William I., Sophomore .....	Omaha
Bushman, F. Lawrence, Junior .....	Omaha
Cahill, Robert A., Junior .....	Franklin, Neb.
Cain, J. Vincent, Freshman .....	Republican City, Neb.
Chevalier, Hector R., Senior .....	Campbell, Neb.
Coakley, Walter J., Freshman .....	Flandreau, So. Dak.
Collins, Richard W., Senior .....	Pickering, Mo.
Connolly, Earl A., Junior .....	Omaha
Conway, Leo A., Freshman .....	Elma, Ia.
Conwell, Linus D., Sophomore .....	Davenport, Ia.
Cordes, John J., Freshman .....	Waterloo, Ia.
Cusack, Leo L., Sophomore .....	Oxford, Ia.
Dailey, Arthur A., Freshman .....	Omaha
Deneen, Walter J., Freshman .....	Colome, So. Dak.
Dieringer, Stephen F., Senior .....	Harvard, Neb.
Dolan, Henry F., Sophomore .....	Prairieburg, Ia.
Dunning, Joseph P., Freshman .....	Spalding, Neb.
English, Ben N., Freshman .....	Monona, Ia.
English, James T., Freshman .....	Omaha
FitzGerald, Harold E., Freshman .....	Watonga, Okla.
Flaherty, William J., Junior .....	St. Louis, Mo.
Gaffney, P. James, Freshman .....	Williamsburg, Ia.
Gillespie, Paul B., Senior .....	Omaha
Gleason, Ambrose J., Senior .....	Shenandoah, Ia.
Grace, Howard L., Freshman .....	Honolulu, T. of Hawaii
Grady, John C., Sophomore .....	New Hartford, Ia.
Hamilton, Charles W., Senior .....	Omaha
Hamilton, Raphael N., Senior .....	Omaha
Harrington, Paul C., Junior .....	Denver, Colo.
Hartnett, James C., Freshman .....	Omaha
Haverly, Norman J., Junior .....	Omaha
Haun, Henry, Junior .....	Spalding, Neb.
Hennessey, Benedict, Junior .....	Wichita, Kas.
Higbee, David, Junior .....	Omaha
Hoffman, William P., Junior .....	Oxford, Ia.
Howard, Maurice C., Sophomore .....	Albright
Jamieson, Alexander W., Senior .....	Omaha

Jaspers, Edward J., Sophomore .....	Forest Grove, Ore.
Karlovsky, Wenceslaus M., Freshman .....	Omaha
Kehl, J. Emmett, Freshman .....	Gilmore City, Ia.
Kelly, William L., Senior .....	Early, Ia.
Kuhr, Hans H., Senior .....	Omaha
Lancaster, Joseph, Junior .....	Wall Lake, Ia.
Laporte, Romeo J., Junior .....	Campbell, Neb.
LaViolette, Gerald E., Freshman .....	Omaha
Lentz, Carlisle S., Junior .....	Omaha
Ludwig, Ralph C., Freshman .....	Omaha
McAvoy, Preston T., Senior .....	Millard, Neb.
McCaffrey, Edward H., Freshman .....	Omaha
McCarthy, Cyril E., Junior .....	Falls City, Neb.
McDermott, Edward L., Junior .....	Council Bluffs, Ia.
McDermott, J. Francis, Junior .....	Council Bluffs, Ia.
McDermott, Raymond, Junior .....	Council Bluffs, Ia.
McDonald, Edward, Freshman .....	Stuart, Neb.
McEniry, Charles, Junior .....	Greene, Ia.
McMahon, E. Emmett, Senior .....	South Omaha
Macaulay, James H., Senior .....	Clearwater, Neb.
Maher, John C., Freshman .....	Mitchell, So. Dak.
Meyen, Bert P., Freshman .....	Omaha
Moore, John P., Junior .....	Omaha
Morgan, Chester L., Freshman .....	Wagner, So. Dak.
Muller, Julius F., Freshman .....	Missouri Valley, Ia.
Murphy, James B. H., Freshman .....	Manley, Neb.
Murphy, Jeremiah, Junior .....	Hornick, Ia.
Nelson, Theodore E., Senior .....	Omaha
O'Connell, John T., Freshman .....	Atkison, Kas.
O'Connor, James J., Freshman .....	Perry, Ia.
O'Donnell, M. Francis, Freshman .....	O'Neill, Neb.
O'Donnell, Raymond, Sophomore .....	Omaha
O'Rourke, Arthur J., Freshman .....	McCook, Neb.
O'Rourke, Frank W., Junior .....	McCook, Neb.
O'Toole, Thomas F., Freshman .....	Independence, Ia.
Pass, Leo F., Sophomore .....	North Platte, Neb.
Peterson, Curtiss J., Senior .....	Omaha
Planck, Emery W., Sophomore .....	Wausa, Neb.
Randolph, Emmett, Freshman .....	Fullerton, Neb.
Riley, Leo E. A., Freshman .....	Omaha
Ronayne, J. Robert, Freshman .....	Aberdeen, So. Dak.
Ryan, Joseph, Freshman .....	Waseca, Minn.
Ryan, Leo M., Senior .....	Greeley, Neb.
Sarvey, Fred B., Freshman .....	Missouri Valley, Ia.
Schleh, Vernon S., Freshman .....	Omaha
Schliessmann, William C., Freshman .....	Tripp, So. Dak.
Simmons, Ernest P., Senior .....	Naper, Neb.
Smith, Douglas F., Freshman .....	Council Bluffs, Ia.
Stehly, Michael W., Freshman .....	Hecla, So. Dak.

Stehly, Nicholas J., Freshman .....	Hecla, So. Dak.
Sullivan, Anthony J., Freshman .....	Omaha
Sullivan, Edward J., Junior .....	Omaha
Sullivan, Harry T., Junior .....	Omaha
Svoboda, Emil V., Freshman .....	Omaha
Svoboda, Joseph P., Sophomore .....	Omaha
Traynor, Raymond L., Sophomore .....	Omaha
Wadle, Albert, Freshman .....	Milo, Ia.
Wells, Chester C., Senior .....	Valentine, Neb.
Yee, Pyeng, Freshman .....	Pying Yeng, Korea

### High School Register.

Adams, William James, First Year .....	Omaha
Agousky, Samuel, First Year .....	Omaha
Alfonso, Aemilio, First Year .....	Phillipine Islands
Alvey, Carlos B., Third Year .....	Billings, Mo.
Alvey, Victor, First Year .....	Billings, Mo.
Aspinwall, Maurice B., Third Year .....	Council Bluffs, Ia.
Attwood, N. Harry, First Year .....	Omaha
Barr, Elmer L., Third Year .....	Omaha
Barr, Harry O., First Year .....	Omaha
Barrett, Daniel, Second Year .....	Paton, Ia.
Barrett, James, Fourth Year .....	South Omaha
Barry, James F., Third Year .....	Blair, Neb.
Barton, John L., Fourth Year .....	Sundance, Wyo.
Barton, Verne F., Second Year .....	Sundance, Wyo.
Barton, Wadleigh, First Year .....	Omaha
Baye, August M., First Year .....	Iroquois, So. Dak.
Bell, Leo A., Fourth Year .....	Fonda, Ia.
Bell, Percy, A., First Year .....	South Omaha
Berkenkotter, Frank, First Year .....	Petersburg, Neb.
Betz, James C., First Year .....	Sioux City, Ia.
Beveridge, Robert Leo, Third Year .....	Omaha
Bohan, Paul M., Fourth Year .....	Omaha
Bohan, Thomas E., Second Year .....	Greeley, Neb.
Boland, George B., First Year .....	Omaha
Boland, Paul J., Second Year .....	Omaha
Bongardt, Charles F., Third Year .....	Omaha
Bongardt, Henry F., Fourth Year .....	Omaha
Borghoff, Frederick J., Third Year .....	Omaha
Borghoff, John A., Third Year .....	Omaha
Bourgeois, Raymond M., First Year .....	Omaha
Bourke, Norman T., Fourth Year .....	Omaha
Boyle, Francis J., Third Year .....	Omaha
Boyle, Francis J., First Year .....	Iowa City, Ia.
Brady, Charles, Second Year .....	Council Bluffs, Ia.
Brandes, Adolph, Third Year .....	Omaha
Brennan, John P., Second Year .....	Sioux City, Ia.
Brennan, John W., Fourth Year .....	Reynolds, Ill.

Brennan, William, Third Year .....	Concord, Neb.
Brennan, William E., Fourth Year .....	Yankton, So. Dak.
Brennan, William M., Second Year .....	South Omaha
Budler, George, First Year .....	Hampton, Ia.
Bugee, George A., First Year .....	Rock Island, Ill.
Bugee, Lamont, Third Year .....	Rock Island, Ill.
Burkhard, Francis J., First Year .....	Omaha
Burkhard, Vincent, J., Second Year .....	Omaha
Byford, Francis L., Second Year .....	Council Bluffs, Ia.
Byrne, Raymond, J., Fourth Year .....	Omaha
Cahill, John T., Third Year .....	Franklin, Neb.
Camel, Elias, First Year .....	Omaha
Campbell, Archibald F., Fourth Year .....	Omaha
Canavan, Thomas J., Second Year .....	Lena, Ia.
Carey, Michael J., Third Year .....	Council Bluffs, Ia.
Carroll, P. Earl, First Year .....	Streator, Ill.
Casey, Francis, First Year .....	Messena, Ia.
Cerny, Anselm, First Year .....	Omaha
Chapuran, Edward, First Year .....	Omaha
Chilewski, Paul P., First Year .....	Ashton, Neb.
Chleborad, John, First Year .....	Omaha
Clayton, James O., Second Year .....	Omaha
Cloud, Fred W., First Year .....	Omaha
Coady, Cromer C., Fourth Year .....	Omaha
Cobry, Otto G., First Year .....	Cheyenne, Wyo.
Cogley, J. Phillip, First Year .....	Omaha
Colgan, A. Leonard, First Year .....	Omaha
Collopy, Thomas B., Second Year .....	Omaha
Connolly, John J., Second Year .....	Council Bluffs, Ia.
Connor, Patrick J., First Year .....	South Omaha
Courtney, Jeremiah, Third Year .....	Omaha
Crawford, Walter J., First Year .....	Omaha
Critchfield, Clifton, First Year .....	Fullerton, Neb.
Critchfield, Wilbur F., Third Year .....	Fullerton, Neb.
Crofoot, Edward B., First Year .....	Omaha
Cunningham, Donald F., Second Year .....	Omaha
Cunningham, William, Second Year .....	Omaha
Daly, Philip A., Fourth Year .....	Elma, Ia.
Daugherty, Emmett, Third Year .....	Newcastle, Neb.
Delehanty, Frank J., First Year .....	Omaha
Dempsey, Francis W., Second Year .....	Omaha
Dewhurst, John, Second Year .....	Greeley, Neb.
Dieter, Leonard, Fourth Year .....	Vall, Ia.
Dineen, Francis M., Fourth Year .....	Omaha
Doll, Francis G., First Year .....	Omaha
Donahue, John J., Second Year .....	Omaha
Donnelly, William L., First Year .....	Atkinson, Neb.
Doran, Lyle W., First Year .....	Omaha
Dorsey, Daniel J., Second Year .....	Omaha
Dowling, Edward S., First Year .....	Omaha
Driscoll, Jack, First Year .....	Omaha
Driscoll, Walter E., Second Year .....	Omaha

Duffy, Gerald, Fourth Year .....	Omaha
Duffy, Paul V., Second Year .....	Omaha
Dugdale, Charles F., First Year .....	Omaha
Dugdale, James P., Second Year .....	Omaha
Dugdale, Richard T., Second Year .....	Omaha
Dugher, James, Second Year .....	Omaha
Dundis, Alphonse B., Fourth Year .....	South Omaha
Dunn, Charles A., Third Year .....	Moorland, Ia.
Dunn, J. Ralph, Second Year .....	Omaha
Dunn, Leo R., First Year .....	Farmer, So. Dak.
Eastman, George W., Second Year .....	Omaha
Egan, Stephen T., Second Year .....	Omaha
Ellis, W. Raymond, Third Year .....	Belvidere, So. Dak.
Emig, Leo C., First Year .....	Council Bluffs, Ia.
Epsten, Edward J., Third Year .....	Omaha
Everett, Fred, Second Year .....	South Omaha
Failing, Elmer J., First Year .....	Washta, Ia.
Farr, Eugene, First Year .....	Newport, Neb.
Farrell, Sebastian J., Third Year .....	Charlotte, Ia.
Fenton, James E., First Year .....	South Omaha
Fenton, John P., Third Year .....	South Omaha
Fitzpatrick, John R., Third Year .....	Omaha
Flanagan, Michael J., Third Year .....	Omaha
Flannigan, Cyrill, Fourth Year .....	Omaha
Fogarty, Edward F., Second Year .....	Omaha
Frank, William, First Year .....	Omaha
Frawley, Francis J., Second Year .....	South Omaha
Fuhs, August H., First Year .....	Council Bluffs, Ia.
Gallagher, Leo, First Year .....	Stockton, Kas.
Gannon, Vincent, Third Year .....	Davenport, Ia.
Gaughan, Patrick C., First Year .....	South Omaha
Gentleman, Thomas P., First Year .....	Omaha
Gibson, Lulun, Fourth Year .....	South Omaha
Giese, William, Fourth Year .....	Council Bluffs, Ia.
Gillespie, Joseph T., Fourth Year .....	Omaha
Gilmore, LaFayette W., First Year .....	Omaha
Glasgow, Frank R., Third Year .....	Iowa City, Ia.
Goodall, Arthur C., First Year .....	Delmar, Ia.
Goodall, Arthur L., First Year .....	Omaha
Goodall, Charles, First Year .....	Delmar, Ia.
Gray, Spencer B., First Year .....	McAlester, Okla.
Greene, Robert H., Second Year .....	Omaha
Grier, Arthur C., Fourth Year .....	Omaha
Grier, Maurice E., Fourth Year .....	Omaha
Growney, Lawrence E., Third Year .....	Kansas City, Kas.
Haarman, John H., Second Year .....	Omaha
Hallahan, J. Edwin, Third Year .....	Fort Crook, Neb.
Haller, Francis W., Fourth Year .....	Omaha
Hannan, Lawrence J., First Year .....	Omaha
Harrington, James J., Fourth Year .....	Denver, Col.
Harrington, M. John, Second Year .....	Denver, Col.

Harrington, S. Joseph, Fourth Year.....	Salix, Ia.
Harrington, William J., Third Year.....	Salix, Ia.
Hart, Edward, First Year.....	Omaha
Hasford, Joseph F., First Year.....	Omaha
Havens, Rial, First Year.....	Ewing, Neb.
Haverly, Harry, First Year.....	Omaha
Havlin, Edward R., First Year.....	Omaha
Hawley, Edward M., First Year.....	Omaha
Hawley, Joseph T., First Year.....	Omaha
Hecker, Joseph, Fourth Year.....	Pierce, Neb.
Hennessey, William J., First Year.....	Summerfield, Kas.
Henry, T. Gerald, First Year.....	Omaha
Higgins, John, Second Year.....	Platte Center, Neb.
Holbrook, Cyril L., Second Year.....	Omaha
Holbrook, William M., Third Year.....	Omaha
Holden, Roscoe F., Third Year.....	Scranton, Ia.
Holliday, Willett E., Second Year.....	Davenport, Ia.
Hoskovec, Bernard J., Second Year.....	Bruno, Neb.
Houlahan, John E., Second Year.....	Omaha
Houlton, Thomas, Third Year.....	Omaha
Hughes, J. Anthony, Third Year.....	Imogene, Ia.
Hughes, James L., First Year.....	Battle Creek, Neb.
Hunt, J. Cronin, First Year.....	Omaha
James, Arthur K., First Year.....	New Albany, Ind.
Johnson, A. Vernet, Second Year.....	Omaha
Jones, Norman, First Year.....	Omaha
Kane, Leo D., Fourth Year.....	Wisner, Neb.
Kanne, Charles O., Fourth Year.....	Carroll, Ia.
Kastner, Ralph H., First Year.....	Council Bluffs, Ia.
Kastner, Stuart, Third Year.....	Walnut, Ia.
Keane, Thomas F., Fourth Year.....	South Omaha
Kearney, Alfred L., Fourth Year.....	Chicago, Ill.
Keegan, Donald, Third Year.....	South Omaha
Keeley, William F., First Year.....	Wylie, Tex.
Kelley, William P., Third Year.....	O'Neill, Neb.
Kelly, John F., First Year.....	Council Bluffs, Ia.
Kelly, Omer J., First Year.....	Scranton, Ia.
Kelly, Roger F., Third Year.....	Grand Mound, Ia.
Kennebeck, John E., Second Year.....	Omaha
Kennebeck, Paul A., Second Year.....	Omaha
Kennedy, James W., Third Year.....	Sheridan, Wyo.
Kennedy, John J., First Year.....	Council Bluffs, Ia.
Kennedy, Joseph M., Third Year.....	Plattsburg, Mo.
Kerns, Richard A., Fourth Year.....	Omaha
Kessler, Norbert J., Third Year.....	St. Joseph, Mo.
Ketcham, Herbert S., First Year.....	Council Bluffs, Ia.
Ketcham, Raymond M. W., Second Year.....	Council Bluffs, Ia.
Kleffner, George F., Second Year.....	Omaha
Klein, Anton H., Second Year.....	Templeton, Ia.
Kriss, William J., Second Year.....	Omaha
Kruger, Bart J., Fourth Year.....	Omaha
Landgraf, Ernest W., Fourth Year.....	Omaha

Langan, Cyril G., Third Year.....	Omaha
Langdon, John A., Fourth Year.....	Pueblo, Col.
Larkin, M. Aloysius, Third Year.....	South Omaha
Libby, Harold A., First Year.....	Omaha
Linahan, Harold, Third Year.....	Omaha
Lippold, John P., Second Year.....	Templeton, Ia.
Long, J. Clifford, Third Year.....	Omaha
Looschen, Paul, Third Year.....	Omaha
Lovely, Clair M., First Year.....	Omaha
Lovely, Frank T., Fourth Year.....	Omaha
Lovely, James P., First Year.....	Omaha
Lowe, Kenny, Second Year.....	Omaha
Lowry, Edward F., First Year.....	Fort Crook, Neb.
Lucas, Harold T., Third Year.....	Norfolk, Neb.
Lyons, Jerry A., Third Year.....	Omaha
McAllister, Cyril L., Second Year.....	Omaha
McArdle, Charles J., First Year.....	Omaha
McAvoy, John C., Second Year.....	Millard, Neb.
McCabe, Arthur W., First Year.....	North Platte, Neb.
McCabe, Eugene, Third Year.....	Ponca, Neb.
McCabe, Raymond A., Third Year.....	Ponca, Neb.
McCarthy, Emerson J., Third Year.....	Ponca, Neb.
McCarthy, Jack, Third Year.....	Ponca, Neb.
McCarthy, M. Stephen, First Year.....	Edgerton, Kas.
McCarthy, Paul, Third Year.....	Enid, Okla.
McCartney, Francis E., First Year.....	Riverton, Neb.
McCauley, William P., Third Year.....	South Omaha
McCarville, Alphonsus L., First Year.....	Cresco, Ia.
McCarville, Augustine A., First Year.....	Cresco, Ia.
McCoy, Emmett J., First Year.....	South Omaha
McCann, Patrick, Fourth Year.....	Omaha
McCreary, E. Leo, First Year.....	Omaha
McCreary, J. Gerald, First Year.....	Omaha
McDermott, William O., Third Year.....	Council Bluffs, Ia.
McDonald, William T., Third Year.....	Maurice, Ia.
McElligott, James W., Second Year.....	Omaha
McGowen, Patrick H., Fourth Year.....	Greeley, Neb.
McGuire, Harry P., Fourth Year.....	Omaha
McGuire, Paul, Fourth Year.....	Cavour, S.D.
McKenna, Harold, Second Year.....	Omaha
McKenna, J. Francis, First Year.....	Omaha
McKeown, Frank T., Second Year.....	Newport, Neb.
McKinstry, Verne W., Third Year.....	Allen, Neb.
McKinstry, Virgil S., Third Year.....	Allen, Neb.
McMahon, Cecil M., Fourth Year.....	Preston, Neb.
McManus, Francis W., Second Year.....	South Omaha
McNamara, Hary, First Year.....	Omaha
McNulty, John P., Second Year.....	Paton, Ia.
McSharry, Joseph, Second Year.....	Greeley, Neb.
Madura, Thaddeus, Second Year.....	South Omaha
Maher, Thomas F., First Year.....	Omaha
Mahoney, David J., Third Year.....	Council Bluffs, Ia.
Mallen, Thomas J., First Year.....	Plattsburg, Mo.

Malloy, Joseph F., Second Year.....	Omaha
Mangan, William J., Fourth Year.....	New Hampton, Ia.
Mannion, John E., Third Year.....	Ponca, Neb.
Martin, James W., Fourth Year.....	Omaha
Massey, Robert L., Third Year.....	Omaha
Mathews, W. Curtin, First Year.....	Walden, Col.
Meehan, Henry D., First Year.....	South Omaha
Mergen, Henry N., Second Year.....	Benson, Neb.
Miller, John V., First Year.....	Earling, Ia.
Molinare, William B., Third Year.....	Everest, Kas.
Monty, Francis B., Second Year.....	Council Bluffs, Ia.
Moore, Leo J., Third Year.....	Greeley, Neb.
Morgan, Peter, Fourth Year.....	Stuart, Neb.
Morrow, George F., Third Year.....	Mitchell, Neb.
Morton, Robert A., First Year.....	Omaha
Mostyn, Thomas J., Third Year.....	Omaha
Muldoon, James, Fourth Year.....	Corley, Ia.
Mullen, Clifford J., First Year.....	South Omaha
Mullen, Raymond J., First Year.....	Omaha
Mullen, William J., Fourth Year.....	Wood River, Neb.
Mulvihill, Clair F., First Year.....	Omaha
Mulvihill, George J., First Year.....	Salix, Ia.
Mulvihill, Stephen J., Fourth Year.....	Salix, Ia.
Nacke, Clemence J., First Year.....	Hebron, Neb.
Narejko, Joseph, First Year.....	South Omaha
Neal, Francis D., First Year.....	Council Bluffs, Ia.
Nicholas, Edmund J., Fourth Year.....	Geneva, Neb.
O'Brien, Thomas J., Third Year.....	Omaha
O'Connell, Aloysius F., Third Year.....	Redfield, S. D.
O'Connell, Francis, First Year.....	Omaha
O'Connell, Leo A., Second Year.....	Omaha
O'Hara, Claude J., First Year.....	Council Bluffs, Ia.
O'Leary, John J., Third Year.....	Omaha
O'Neil, Edward E., Second Year.....	Omaha
O'Neil, James J., Third Year.....	Council Bluffs, Ia.
O'Neill, J. Marshall, Second Year.....	Omaha
O'Neill, Hugh T., First Year.....	South Omaha
Owen, Jason, First Year.....	Emerson, Neb.
Owens, James H., First Year.....	Des Moines, Ia.
Penny, E. Francis, Fourth Year.....	Benson, Neb.
Peterson, Robert C., Second Year.....	Omaha
Pfaff, Leo G., Fourth Year.....	Council Bluffs, Ia.
Pfaff, William D., Second Year.....	Council Bluffs, Ia.
Philbin, Joseph P. A., Second Year.....	Spalding, Neb.
Phillips, William J., Third Year.....	Anselmo, Neb.
Plott, Henry J., First Year.....	Omaha
Pollock, John C., Second Year.....	Omaha
Polski, Ignatius A., First Year.....	Ashton, Neb.
Powers, Edmund, Third Year.....	Oxford, Ia.
Preisman, Bernard, Second Year.....	Omaha
Reifenrath, Daniel F., Third Year.....	Wynot, Neb.

---

Reifenrath, Isldore, Third Year.....	Wynot, Neb.
Reisman, Kenneth, First Year.....	Omaha
Reiter, Joseph, First Year.....	_____
Remmel, William A., Second Year.....	Omaha
Retz, Lawrence, Fourth Year.....	Onaka, S. D.
Rigney, W. Walter, Second Year.....	Edgerton, Kas.
Riley, George A., Third Year.....	Omaha
Ripperger, Clemence A., First Year.....	Lacona, Ia.
Roach, Leo D., First Year.....	Omaha
Roche, Valentine, Second Year.....	Omaha
Rohlf, Oscar B., Second Year.....	Omaha
Rohwer, Julius A., Fourth Year.....	Schleswig, Ia.
Russell, James P., Third Year.....	Omaha
Ryan, Gerald E., Third Year.....	Omaha

St. Onge, Joseph A., Third Year.....	Sioux City, Ia.
Sandrock, Anthony H., First Year.....	Templeton, Ia.
Savory, Gerald B., First Year.....	St. Joseph, Mo.
Schall, John S., Fourth Year.....	Omaha
Schlesser, Henry J., First Year.....	Struble, Ia.
Schmitz, George L., Fourth Year.....	Osmond, Neb.
Schumacher, Julius, Fourth Year.....	Tripp, So. Dak.
Scott, Leonard, Second Year.....	Omaha
Sedin, Elmer, Third Year.....	Omaha
Shanahan, James A., Second Year.....	Omaha
Shaughnessy, John A., First Year.....	Rozet, Wyo.
Shaw, Frank L., Third Year.....	Omaha
Shea, Thomas S., First Year.....	Omaha
Sheehan, John F., First Year.....	Watervliet, N. Y.
Sheppard, J. Harry, First Year.....	Cedar Rapids, Ia.
Shields, John P., Second Year.....	Omaha
Shonka, Emil F., Fourth Year.....	Linwood, Neb.
Slattery, Edward J., First Year.....	Omaha
Smith, Adolph E., Second Year.....	Floyd Knobs, Ind.
Smith, Edward, Second Year.....	Big Wells, Tex.
Smith, Fred Kirby, Fourth Year.....	Omaha
Smith, Roy D., Fourth Year.....	Greeley, Neb.
Smyth, Edward L., Fourth Year.....	Omaha
Sobolik, C. Frank, Third Year.....	Ossian, Ia.
Squires, Frank J., Second Year.....	Omaha
Stava, Adolph T., Fourth Year.....	Bruno, Neb.
Steele, Samuel O., First Year.....	Omaha
Steinert, Oscar, First Year.....	Omaha
Stelpflug, William J., Fourth Year.....	Pocahontas, Ia.
Stenicka, Charles, First Year.....	Omaha
Strahl, E. Nicholas, Third Year.....	Plainview, Neb.
Stryker, Garold V., Second Year.....	Omaha
Stuart, Cecil, Third Year.....	Walnut, Ia.
Sullivan, John J., Third Year.....	Omaha
Svoboda, Edward J., Fourth Year.....	Omaha
Svoboda, William F., Third Year.....	Omaha

Taffe, Gilbert F., Third Year.....	Litchfield, Neb.
Thornton, Anthony J., First Year.....	Florence, Neb.

Thrane, Walter C., Second Year.....	Omaha
Tichy, Joseph C., Third Year.....	Abie, Neb.
Tillman, Cornelius, Third Year.....	Omaha
Tobin, Frank J., Second Year.....	Mitchell, S. D.
Tobin, Thomas F., First Year.....	Mitchell, S. D.
Torrey, Earl B., Fourth Year.....	Omaha
Vampola, Ludvik A., Second Year.....	South Omaha
Vandezande, Leonard F., Third Year.....	South Omaha
Vaverka, Fred J., First Year.....	Omaha
Vernon, J. Elliott, First Year.....	Omaha
Wacek, Bernard, First Year.....	Omaha
Wagner, Clarence E., First Year.....	Omaha
Walker, Frank T., Fourth Year.....	Omaha
Walling, Robert M., First year.....	Plattsmouth, Neb.
Walsh, L. Cyril, Fourth Year.....	Adair, Ia.
Wanek, Clarence E., Fourth Year.....	Ashton, Neb.
Washington, James, First Year.....	Ruthven, Ia.
Watters, James, First Year.....	Messena, Ia.
Weaver, Orlie, First Year.....	Mason City, Ia.
Wegner, Paul J., Third Year.....	Wisner, Neb.
Welsh, Edmund R., First Year.....	Omaha
Welsh, Edward, Third eYar.....	Omaha
Welsh, J. Harry, First Year.....	Omaha
Wescott, J. Alonzo, Second Year.....	Omaha
Wichman, George H., Third Year.....	York, Neb.
Williams, Leslie F., Fourth Year.....	Omaha
Wilson, T. Ralph, First Year.....	Omaha
Winn, Lyle J., First Year.....	Council Bluffs, Ia.
Withrow, William B., First Year.....	Omaha
Witte, Arthur H., Third Year.....	Wisner, Neb.
Wolff, Walter M., Third Year.....	Omaha
Worthing, Willard, Second Year.....	Omaha
Wright, Edward W., Fourth Year.....	Omaha
Wulff, George W. L., First eYar.....	Omaha
Wunderlich, Joseph A., Fourth Year.....	Cornelius, Ore.

### University Enrollment.

College of Arts.....	106
College of Medicine .....	184
College of Law .....	144
College of Dentistry .....	100
College of Pharmacy.....	146
High School .....	383
Total .....	1,063

### Directory.

---

President—Rev. Eugent A. Magevney, S. J., Twenty-fifth and California Streets, Omaha, Neb.

The Dean—Creighton College of Arts, Twenty-fifth and California Streets, Omaha, Neb.

The Dean—Creighton College of Medicine, Fourteenth and Davenport Streets, Omaha, Neb.

The Dean—Creighton College of Law, 210 South Eighteenth Street, Omaha, Neb.

The Dean—Creighton College of Dentistry, 210 South Eighteenth Street, Omaha, Neb.

The Dean—Creighton College of Pharmacy, 1410 Davenport Street, Omaha, Neb.

**CONFERRING OF DEGREES—JUNE 18, 1913.**

The Degree of Master of Arts was conferred upon:

James J. Connolly	Raymond D. McNamara
L. B. Day	Francis P. Murphy
Leo E. Ineichen	J. Henry Murphy
Robert F. Farrell	Mark J. Ryan
Raymond Kleyla	Walter Howell Scott

The Degree of Bachelor of Arts was conferred upon:

Francis A. Barrett	William L. Kelly
M. Frank Burns	Preston T. McAvoy
Hector R. Chevalier	E. Emmett McMahon
Richard Collins	James H. Macauley
Stephen F. Dieringer	Theodore E. Nelson
Paul B. Gillespie	Curtiss J. Peterson
Ambrose J. Gleason	Leo M. Ryan
Raphael N. Hamilton	Ernest P. Simmons

Chester C. Wells

The Degree of Bachelor of Science was conferred upon:

Alexander W. Jamieson	Hans H. Kuhr
-----------------------	--------------

The Degree of Bachelor of Philosophy was conferred upon:

Charles W. Hamilton, Jr.	John V. Beveridge
--------------------------	-------------------

**COMMENCEMENT PROGRAM—JUNE, 1913.**

June 18:

The Brandeis Theatre, 8:15 P. M.

Graduating Exercises, Class of 1913.

June 18:

University Chapel (St. John's Church), 8:30 A. M.

Solemn High Mass.

Baccalaureate Sermon, Rev. Thos. J. Livingstone.

University Auditorium, 10:30 A. M.

Undergraduate Exercises.

Distribution of Medals.

---

**AWARD OF MEDALS.**

Honor Medal, Class of 1913.....	James H. Macauley
Evidences of Religion Medal.....	James H. Macauley
Oratorical Medal .....	Paul C. Hartington
Irish History Essay Medal.....	E. Emmett McMahon
Junior Class Medal .....	Romeo J. Laporte
Sophomore Class Medal .....	Raymond L. Traynor
Freshman Class Medal .....	Emil V. Svoboda
Fourth Year High Medal, Div. A.....	Alphonse B. Dundis
Fourth Year High Medal, Div. B.....	Norman T. Bourke
Third Year High Medal, Div. A.....	William P. Kelley
Third Year High Medal, Div. B.....	Charles F. Bongardt
Second Year High Medal, Div. A.....	John E. Kennebeck
Second Year High Medal, Div. B.....	Vincent J. Burkhard
Special Class Medal .....	William T. McDonald
First Year High Medal, Div. A.....	LaFayette W. Gilmore
First Year High Medal, Div. B.....	T. Ralph Wilson
First Year High Medal, Div. C.....	Francis O'Connell
First Year High Medal, Div. D.....	Harry Haverly
Elocution, College Department.....	Leo F. Pass
Elocution, High School Dept. Sec. 1.....	Cromer C. Coady
Elocution, High School Dept. Sec. 2.....	J. Clifford Long
Elocution, High School Dept. Sec. 3.....	J. Valentine Roche
Flannigan, Cyril, Fourth Year .....	Omaha

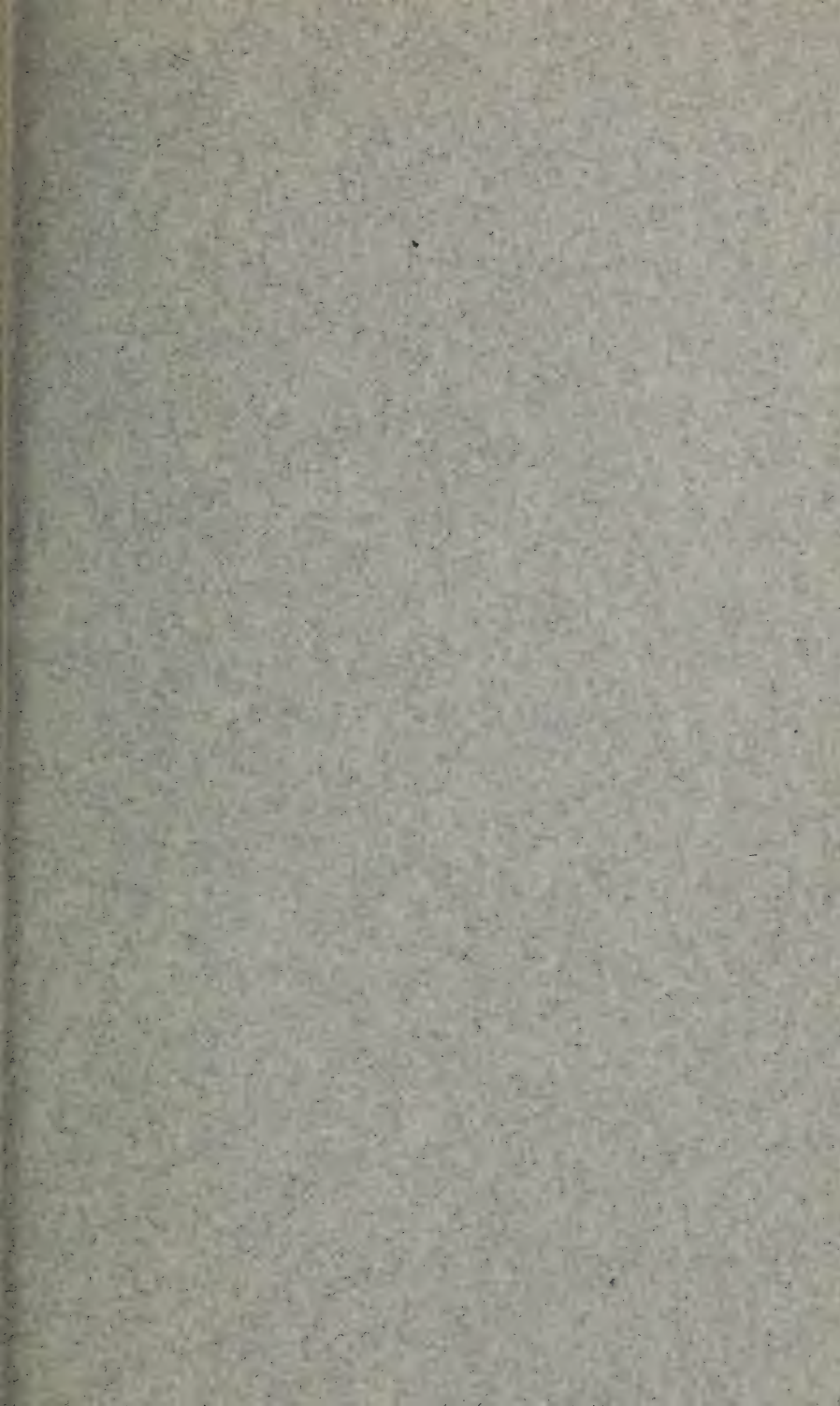
## INDEX.

---

	PAGE
Calendar . . . . .	2
Officers and Faculty . . . . .	4
System of Education . . . . .	6
Expenses . . . . .	37
Regulations . . . . .	35
College Organizations . . . . .	39
Gifts to the Library . . . . .	43
College Departments . . . . .	32
Entrance Requirements—	
College of Liberal Arts . . . . .	9
Creighton High School . . . . .	47
Collegiate Course of Studies . . . . .	17
The Creighton High School Course of Studies . . . . .	49









6Zas  
14/15

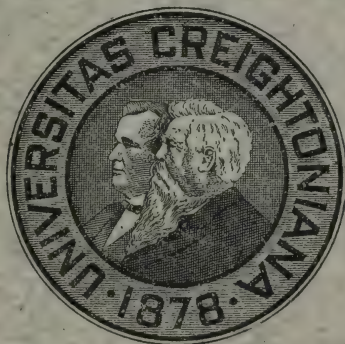
...The...  
Creighton University  
Bulletin

VOL. 6

AUGUST

No. 6

ANNOUNCEMENT  
of the  
CREIGHTON COLLEGE OF ARTS  
AND SCIENCES  
1914-1915



Published monthly from March to August by The Creighton University,  
Omaha, Nebraska. Entered as Second Class matter, March 20, 1909,  
at the Postoffice at Omaha, Nebraska, under the act of July 16, 1894.



*Library  
of the  
University of California  
Los Angeles*

**ANNOUNCEMENT**  
**of the**  
**COLLEGE OF ARTS AND SCIENCES**  
**1914 - 1915**



**REGISTERED**  
**BY THE**  
**BOARD OF REGENTS**  
**OF THE**  
**STATE OF NEW YORK**

# Calendar 1914-1915

---

## 1914

- August 30—Entrance Examinations.
- September 8—Registration.
- September 9—Session begins. First Semester.
- September 10—Conditioned Examinations, Latin and English.
- September 11—Conditioned Examinations, Greek and History.
- September 12—Conditioned Examinations, Mathematics and Sciences.
- September 13—Solemn Mass of the Holy Ghost.
- September 14—Sodalities Reorganize.
- September 16—Oratorical and Literary Societies Reorganize.
- October 21—First Quarterly Examinations.
- October 31—November Assembly.
- November 14—President's Day.
- November 26—Thanksgiving Day.
- December 4—Preliminary Oratorical Contest.
- December 7—Second Quarterly Examinations.
- December 22—December Assembly.
- Christmas Recess Begins.

## 1915

- January 4—Classes Resume.
- January 20—Annual Oratorical Contest.
- January 25—Mid-Year Examination of Seniors—Calculus.
- January 29—Mid-Year Examination of Seniors—Philosophy.
- February 1—Second Semester.
- February 6—Founders' Day. Solemn Memorial Exercises in honor  
of Edward Creighton and Count John A. Creighton.  
Faculty Reunion.
- February 15—Third Quarterly Examination.
- February 19—Nebraska State Oratorical Contest.
- February 22—Washington's Birthday.
- February 27—March Assembly.
- March 24—Intercollegiate English Contest.
- March 29—Annual Retreat.
- April 1—Easter Recess Begins.
- April 12—Intercollegiate Latin Contest.
- April 29—Academic Contest in Elocution.
- April 30—Fourth Quarterly Examinations.
- May 4—Catechetical Essays Submitted.
- May 5—College Contest in Elocution.
- May 16—Repetitions Begin.
- June 1—Annual Examinations of Senior Class—Astronomy.
- June 4—Annual Examinations of Senior Class—Evidences of  
Religion.
- June 7—Annual Examination of Senior Class—Philosophy.
- June 8—Annual Examinations—Undergraduate Department.
- June 21—Commencement Day.

## **BOARD OF TRUSTEES.**

---

- REV. EUGENE A. MAGEVNEY, S. J.,  
President.
- REV THOMAS J. LIVINGSTONE, S. J.,  
Treasurer.
- REV WILLIAM P. WHELAN, S. J.,  
Secretary.
- REV. MARTIN M. BRONGEEST, S. J.,
- REV. JOHN C. KELLY, S. J.,
- 

## **OFFICERS AND FACULTY.**

---

- REV. EUGENE A. MAGEVNEY, S. J.,  
President of the University.
- REV. FRANCIS X. McMENAMY, S. J.,  
Dean of the College and Principal of the High School.
- REV. JOHN C. KELLY, S. J.,  
Chaplain.
- REV. WILLIAM T. KINSELLA, S. J.,  
Librarian.
- REV. ISAAC H. BOSSET, S. J.,  
Classics and English Literature in Sophomore Class.
- REV. FRANCIS B. CASSILLY, S. J.  
Lecturer on Systems of Education and Methodology.
- REV. THOMAS J. CONNERS, S. J.,  
English and Classics.
- REV. JOHN B. DESHRYVER, S. J.,  
French and Classics.
- REV. ROBERT M. KELLEY, S. J.,  
English and Classics.
- REV. FREDERICK A. MEYER, S. J.,  
Psychology, Ethics and History of Education.

- REV. MARK L. PALMER, S. J.,  
Religion.
- REV. WILLIAM P. QUINLAN, S. J.,  
Mathematics and Logic.
- REV. WILLIAM F. RIGGE, S. J.,  
Physics, Astronomy, and Curator of the Observatory.
- REV. ARCHIBALD J. TALLMADGE, S. J.,  
English and Classics; Director of the University Glee Club.
- REV. JOSEPH A. WEIS, S. J.,  
English and Classics.
- REV. ALBERT R. WISE, S. J.,  
Latin and English Literature in the Freshman Class; Faculty  
Athletic Director.
- GERALD A. FITZGIBBONS, S. J.,  
English and Classics.
- DAVID F. HICKEY, S. J.,  
Chemistry and Mathematics.
- JOSEPH T. LANNON, S. J.,  
English and Classics.
- IGNATIUS T. REILLY, S. J.,  
Algebra and Classics.
- ALPHONSE R. SCHMITT, S. J.,  
German; Assistant in Physics.
- CARL M. WEISENHORN, S. J.,  
English and Classics.
- HENRY F. BOCK,  
Director of the Orchestra—Voice.
- EVERETT H. CRAIG, B. S.,  
Biology.
- HUGH F. GILLESPIE, A. M.,  
Registrar, History.
- THOMAS C. KELLEY,  
Voice.
- RICHARD T. KERSEY,  
Director of Vocal Music.

JAMES E. MACAULEY, A. B.,

English and Classics.

MARTIN H. MILLER, Ph. B., LL. B.,

Physical Culture and English.

FRANCIS A. POTTER,

Director of Mandolin Club.

NATHANIEL E. RIEED,

Elocution and Oratory.

MARK J. RYAN, A. M.,

English and Classics.

LEO N. WALL, A. M.,

Algebra and Classics.

# GENERAL STATEMENT

---

## Organization.

The Creighton College, a free school of Arts and Sciences, constitutes one of the five departments of The Creighton University. It offers four years of undergraduate instruction leading to the degree of Bachelor of Arts, Bachelor of Science, Bachelor of Literature, or Bachelor of Philosophy. Candidates for the Degree of Bachelor of Arts or Bachelor of Science may also obtain a First Grade City State Teachers' Certificate by completing a prescribed course in pedagogy and teaching, as outlined herein.

## System of Education.

The educational system of Creighton College is substantially that of all colleges of the Society of Jesus throughout the world. Those who desire to make either a scientific or historical study of that system have abundant sources of information in "Loyola" of the Great Educational Series, published by Scribner, and "Jesuit Education," published by Herder.

At a time like the present, when there is a great and growing diversity of opinion regarding the proper scope of education and the relative excellence of opposing systems, when elective studies and specializations are permitted and encouraged beyond measure, it may be well to indicate the principles underlying the course of studies offered to students of The Creighton University. It seems almost self-evident—

First. That there are some branches of study absolutely necessary in any scheme of liberal education. Without a knowledge of these, no man can be called educated.

Second. That for a finished education there is, in each of the departments of study, a minimum of knowledge essential for a man of culture.

Third. That the knowledge of the end should direct the choice of means; that therefore the selection of studies must depend on the end and aim of education.

Fourth. That the aim of a truly liberal education is the harmonious development of all the faculties, the careful training of mind and heart, and the formation of character, rather than the actual imparting of knowledge and the specific equipment for a limited sphere of action.

Fifth. That all branches of study are not equally serviceable for this mental and moral development; that some contain mind-developing factors and character-building elements which no electivism should replace.

Sixth. That precepts, models and practice should keep pace in every well ordered system; that all the branches should be directed to some definite end. Language lessons in ancient and modern tongues should proceed *pari passu* if the studies are to be co-ordinated and unity maintained.

Seventh. That young students are not the proper judges of the studies essential for a systematic and thorough development of their faculties.

Eighth. The selection of studies should be permitted to none but those whose minds have already been formed by the studies essential to character-building, and who have themselves practically determined upon their own life-work.

Ninth. That religion should not be divorced from education; that morality is impossible without religion and that it is far more important than knowledge for the welfare of the individual and the safety of society. The commonwealth needs good men more than it needs clever men.

Tenth. That the standing or grade of a college varies directly as the amount of study and acquirements made requisite for a degree.

Eleventh. That the education given by a college should be general, not special. In this way it lays the foundation for specialties and the independent research appertaining to universities.

Twelfth. That all the studies pursued need not be directly useful in after life.

The Creighton College has been guided by these principles in formulating its program of studies. It does not offer many courses or pretend to satisfy every applicant by allowing him to select at will from branches sometimes incompatible and often of secondary im-

portance, thus leaving considerable gaps in the knowledge of essential subjects. It maps out a curriculum which makes obligatory such branches as, in some form, however elementary, are deemed absolutely necessary for a liberal education. It does not promise that the youth who takes this prescribed course will have a specialist's knowledge of any individual branch; nor does it say that he will be wholly educated at the completion of his course; but it does claim that he will have a more harmoniously rounded education and will be intimately acquainted with a greater number of essential branches than by following a collegiate system based on electives and specialties. The course may not suit all comers, it is not intended to meet the wants of all, especially of those who regard electives as the one thing necessary; but it does afford a good, sound, thorough, practical education to persons who are satisfied with the method and principles already enunciated.

A decided advantage of the system followed in this College, is the fact that the student may begin his early studies in the High School, and then pass on, through the College, to graduation in the same institution. This secures, besides the moral influence thus gained, a uniform and homogeneous course of teaching and of training. The result of such a course of study is a continuous and normal development of the mental faculties along well-defined lines, and the possession of a clear and coherent system of principles upon which any special or professional course may afterwards safely rest.

### Religious Instruction.

As incomparably the most important element of the education it imparts, the College aims at a moral training of its students such as will make for the right fulfillment of their civil, social and religious duties. There is insistence on the cultivation of the Christian virtues which aid to this fulfillment; and as the only solid basis of virtue and morality, thorough instruction in the principles of religion forms an essential part of the system.

Students of any denomination are admitted to Creighton's classes, and all are required to show a respectful demeanor during the ordinary exercises of public prayer. Catholic students, if not excused for good reasons, are required to be present at daily Mass, and are to attend the weekly lectures on the doctrines of the Church, to make an annual

retreat, to approach the Sacraments of Penance and Holy Eucharist every month, and if they have not received the Sacraments of Penance, Confirmation or Holy Eucharist, to prepare for their reception. Non-Catholic students are, of course, not bound by these regulations.

### **Matriculation.**

No candidate for admission will be accepted who does not reside with his parents or immediate relatives, or, if this be impossible, with persons duly approved by the President of the University. Every applicant who is not personally acquainted with some member of the faculty must submit proper testimonials of a good moral character. If he comes from another school he will be required to present a certificate of good standing in the institution which he has left. All who desire to enter should be present and ready for work on the day the College opens. The faculty will exercise its judgment in regard to admittance after the opening day, and will admit only in exceptional cases and after an examination in all the work done by the class up to the time when the candidate wishes to enter.

On account of age or peculiar circumstances, exemption from certain studies is sometimes conceded, in which case the scholar is placed "out of course," and is not reckoned a candidate for honors or prizes.

### **Requirements for Admission.**

1. All applicants for admission to the Creighton College of Liberal Arts must give satisfactory evidence of good moral character.

2. Candidates who have satisfactorily completed the course prescribed by the Creighton University High School will be admitted without examination.

3. Graduates from other Academies or High Schools will be admitted without examination, if they fulfill the following requirements:

Entrance Credits. For admission to the Freshman year of the College of Arts and Sciences, a student must present 32 high school entrance credits or "points."\*

---

\*An entrance credit or "point" is given for the work of a class holding five recitations a week, of 40 to 60 minutes each, for at least eighteen weeks.

Entrance subjects required from a candidate for the degree of Bachelor of Arts. Of the 32 points required for admission, 19 must be presented from the following subjects in the amount indicated:

Latin, 4 years, 5 hours a week . . . . .	8
Rhetoric and Literature, 3 years, 5 hours a week . . . . .	6
Algebra (to logarithms), $1\frac{1}{2}$ years, 5 hours a week . .	3
Geometry (plane), 1 year, 5 hours a week . . . . .	2

Entrance subjects required from a candidate for the degree of Bachelor of Science or of Literature. Of the 32 points required for admission, 19 must be presented from the following subjects in the amount indicated:

Language (Latin or Modern), 4 years, 5 hours a week . .	8
Rhetoric and Literature, 3 years, 5 hours a week . . . . .	6
Algebra (to logarithms), $1\frac{1}{2}$ years, 5 hours a week . .	3
Geometry (plane), 1 year, 5 hours a week . . . . .	2

Optional Entrance Subjects. In addition to the above required subjects, for which no substitutes will be accepted, candidates must present 13 points from the following subjects, in not more than the amount indicated:

†Solid Geometry, $\frac{1}{2}$ year, 5 hours a week . . . . .	1
†Plane Trigonometry, $\frac{1}{2}$ year, 5 hours a week . . . . .	1
‡Greek, 1 to 3 years, 5 hours a week . . . . .	2 to 6
German, 1 to 3 years, 5 hours a week . . . . .	2 to 6
French, 1 to 3 years, 5 hours a week . . . . .	2 to 6
History, Ancient, 1 year, 5 hours a week . . . . .	2
History, American, 1 year, 5 hours a week . . . . .	2
History, Mediaeval, 1 year, 5 hours a week . . . . .	2
Physics, 1 year, 5 hours a week . . . . .	2
Physical Geography, $\frac{1}{2}$ year, 5 hours a week . . . . .	1

---

†Solid Geometry and Plane Trigonometry are required for the Degree of Bachelor of Arts and if not presented as High School subjects must be taken in the College.

‡Candidates for the Degree of Bachelor of Arts who have no credits for Greek upon entrance, must carry it through the entire four years of the course.

4. All other applicants for admission, who wish to enter as candidates for the Bachelor of Arts degree, will be required to pass a satisfactory examination in the following subjects:

### LATIN.

Authors: Caesar's Gallic War, four books; Nepos' Lives may be taken in place of two books of Caesar; Cicero's oration against Catiline and for Archias; Cicero's De Senecture and Sallust's Catiline or Jugurthine War may be taken as substitutes for three of the above orations. Virgil, four books of the Aeneid or their equivalent from the Eclogues, Georgics and Ovid's Metamorphoses.

Grammar and Composition: The examination in Grammar and Composition will require a thorough knowledge of the entire Latin grammar, together with such facility in writing Latin prose as is acquired by one who satisfactorily completes the course of exercises prescribed by the Creighton University High School. This course is based on Arnold's Latin Composition, for which see course of the High School as outlined in this Bulletin.

### GREEK.

Authors: Xenophon's Anabasis, four books, or their equivalent; Homer's Iliad or Odyssey, one book.

Grammar and Composition: The examination in Grammar will require a thorough knowledge of etymology, of the syntax of cases, the rules of concord and prepositions. The theme will be based on Xenophon and will test the candidate's ability to translate into Greek simple sentences with special reference to the use of form, particularly of the irregular verb, and the common rules of syntax,

### ENGLISH.

Texts prescribed for reading and study: Two plays of Shakespeare, Burke's Conciliation with the Colonies or American Taxation; Irving's Sketch Book; one essay of Macaulay; Scott's Lady of the Lake; Goldsmith's Deserted Village; Tennyson's The Passing of Arthur; Lowell's Vision of Sir Launfal; Coleridge's Ancient Mariner.

The applicant should make himself familiar with the character, the plot, incidents and characteristic diction of each work. Equivalents will be accepted.

**Rhetoric and Composition:** The applicant will be examined on the principles of Rhetoric as set forth in Brooks' English Composition, Book II., or in a work of equal standing. The Composition will test the candidate's ability to write clear idiomatic English. The subject will be taken from his experience and observation, or from the books he presents for examination. The spelling and punctuation must be correct, the sentences well constructed. The writer must show discrimination in the choice of words and ability to construct well ordered paragraphs.

### MATHEMATICS.

Algebra to Indeterminate Equations, included. Plane and Solid Geometry. Plane Trigonometry.

### HISTORY.

Oriental and Greek History; Roman History to the Fifth Century, A. D.; History of the United States; Modern History.

### CIVICS.

Garner's Government in the United States.

### **The College of Liberal Arts.**

The College course extends through four years and embraces instruction in the departments of Philosophy, Language, Literature, History, Science and Mathematics. The aim of the course is to give the student a complete liberal education, which will train and develop all powers of the mind, and will cultivate no one faculty to an exaggerated degree at the expense of the others. The College ideal is not to foster specialization, but to cultivate the mind, to build up and strengthen true character, and to impart that accuracy of thought and reasoning and that breadth of view which must ever be the foundation as well of more advanced scholarship as of eminence in the professions or other stations in life.

To attain this end, the studies prescribed in this course and leading up to the degree of Bachelor of Arts are regarded as fundamental and essential in a liberal education and therefore are not left to the student's option. It is especially to be noted that practically all the studies in the Freshman and Sophomore years are prescribed. Only in the Junior and Senior years do some of the studies become elective.

**Studies Prescribed for the Degree of Bachelor of Arts.****FRESHMAN YEAR.**

Subjects First Term.	Periods...	Time....	Course...	Subjects Second Term.	Periods...	Time....	Course...
Latin .....	5	60	1	Latin .....	5	60	2
Greek .....	5	50	1	Greek .....	5	50	2
English .....	5	45	1	English .....	5	45	1
Chemistry ....	5	50		Chemistry ....	5	50	
History or Mathematics	3	45		History or Mathematics	3	45	

**SOPHOMORE YEAR.**

Latin .....	5	60	3	Latin .....	5	60	4
Greek .....	5	50	3	Greek .....	5	50	4
English .....	5	45	2	English .....	5	45	2
History or Mathematics	3	45		History or Mathematics	3	45	

**JUNIOR YEAR.**

English .....	3	45	3	English .....	3	45	3
Logic .....	5	50		Cosmology ....	2	45	
General Meta- physics .....	4	45		Psychology ...	7	50	

**SENIOR YEAR.**

Theodicy .....	5	50		Ethics .....	5	50	
English .....	4	45	4	English .....	4	45	4

**Studies Prescribed for the Degree of Bachelor of Science.****FRESHMAN YEAR.**

English .....	5	50	1	English .....	5	50	1
Mod. Languages	5	50		Mod. Languages	5	50	
Chemistry ....	5	50		Chemistry ....	5	50	
Mathematics ..	3	45		Mathematics ..	3	45	

**SOPHOMORE YEAR.**

English .....	5	50	2	English .....	5	50	2
Mod. Languages	5	50		Mod. Languages	5	50	
Physics .....	5	50		Physics .....	5	50	
Mathematics ..	3	45		Mathematics ..	3	45	

## JUNIOR YEAR.

Subjects First Term.	Periods...	Time.....	Course....	Subjects Second Term.	Periods...	Time.....	Course....
English .....	3	45	3	English .....	3	45	3
Logic .....	5	50		Cosmology ....	2	45	
General Meta- physics ....	4	45		Psychology ...	7	50	

## SENIOR YEAR.

English .....	4	45	4	Ethics .....	5	50	4
Theodicy .....	5	50		English .....	4	45	
Science .....	5	50		Science .....	5	50	

## Studies Prescribed for the Degree of Bachelor of Literature.

## FRESHMAN YEAR.

Mod. Languages	10	50		Mod. Languages	10	50	
English .....	5	45	1	English .....	5	45	1
History .....	3	45		History .....	3	45	

## SOPHOMORE YEAR.

Mod. Languages	10	50		Mod. Languages	10	50	
English .....	5	45	2	English .....	5	45	2
History .....	3	45		History .....	3	45	

## JUNIOR YEAR.

English .....	3	45	3	English .....	3	45	3
Logic .....	5	50		Cosmology ....	2	45	
General Meta- physics ....	4	45		Psychology ...	7	50	

## SENIOR YEAR.

English .....	4	45	4	English .....	4	45	4
Ethics .....	5	50		Theodicy .....	5	45	

## Studies Prescribed for the Degree of Bachelor of Philosophy. FRESHMAN YEAR.

Subjects First Term.	Periods...	Time....	Course....	Subjects Second Term.	Periods...	Time....	Course....
English .....	5	50	1	English .....	5	50	1
Mod. Languages	5	50		Mod. Languages	5	50	
Chemistry ....	5	50		Chemistry ....	5	50	
Mathematics ..	3	45		Mathematics ..	3	45	

## SOPHOMORE YEAR.

English .....	5	50	2	English .....	5	50	2
Mod. Languages	5	50		Mod. Languages	5	50	
Physics .....	5	50		Physics .....	5	50	
Mathematics ..	3	45		Mathematics ..	3	45	

## JUNIOR YEAR.

English .....	3	45	3	English .....	3	45	3
Logic .....	5	50		Cosmology ...	2	45	
General Meta- physics ....	4	45		Psychology ...	7	50	

## SENIOR YEAR.

Theodicy .....	5	50		Ethics .....	5	50	
English .....	4	45	4	English .....	4	45	4

## ELECTIVES.

Eight hours a week in the Junior and eleven hours a week in the Senior year must be devoted to electives. These are to be taken from the following list with the approval of the Dean of the College:

Mathematics (Analytical Geometry, Calculus, Descriptive Geometry, Etc.).

Physics.

Chemistry (Analytical, Organic, Etc.).

Astronomy.

Geology.

Biology.

Political Economy.

History of Philosophy.

Pedagogy.

Languages (Latin, Greek, German, French, Etc.).

Public Speaking.

Mechanical Drawing.

Students contemplating a professional course after finishing College may devote the hours allowed for electives in the Junior and Senior years to professional courses—due credit being given in the professional schools for such work.

# COURSE OF STUDIES

---

## EVIDENCES OF RELIGION.

### 1. **Freshman Year**—Two periods a week.

First Term: The Church as a means of salvation. The last things. The Christian's duties towards God. Faith, Hope and Charity.

Second Term—The virtue of religion. Direct acts of religion; indirect acts. Veneration of Saints, etc. The Christian's duties towards himself and his neighbor. Christian Perfection.

Wilmers, pp. 397-399 and pp. 422-494.

### 2. **Sophomore Year**—Two periods a week.

First Term: Grace; actual, habitual, sanctifying. The Sacraments in general. Baptism. Confirmation.

Second Term: The Blessed Eucharist as a Sacrament and as a Sacrifice. The Sacrament of Penance. Extreme Unction. Holy Orders. Matrimony.

Wilmers, pp. 279-379.

### 3. **Junior Year**—Two periods a week.

First Term: Creation: The spiritual world, the material world. Man and the Fall. God the Redeemer; the person and nature of the Redeemer; the work of the Redemption.

Second Term: Christianity, a revealed religion. Revelation in general. Pre-Christian revelation. The Christian revelation. The Church; its Institution and End.

Wilmers, pp. 200-297 and pp. 1-77.

### 4. **Senior Year**—Two periods a week.

First Term: The Basis of Morality. Law. Conscience. Free Will. Moral good and moral evil. The Constitution of the Church. Marks of the Church.

Second Term: Teaching Office of the Church. Holy Scripture. Tradition. The Rule of Faith. The Existence of God. Nature and Attributes of God. Unity of God. The Trinity.

Wilmers, pp. 399-421 and pp. 77-200.

## LATIN

1. **Freshman Class**—Five hours a week for one semester.  
 Horace *Ars Poetica*.  
 Virgil. *Aeneid*. Books III, V and VI.  
 Livy. Book I.  
 Prose Composition. Bradley's *Aids to Writing Latin Prose*. Part I, and frequent themes in imitation of the prose authors studied.
2. **Freshman Class**—Five hours a week for one semester.  
 Livy. Books XXI and XXII.  
 Horace. Select Odes and Epodes.  
 Christian Hymnology. Selections for rapid reading.  
 Prose Composition. Bradley's *Aids*, Part II to Exercise 60; and frequent themes in imitation of the prose authors studied.
3. **Sophomore Class**—Five hours a week for one semester.  
 Cicero. *Pro Lege Manilia*.  
 Horace. Select Odes and Epodes.  
 Latin Fathers. Selections for rapid reading.  
 Prose Composition. Part II, Exercise 60, of Bradley's *Aids* to the end of the book, together with weekly compositions in imitation of the authors studied.
4. **Sophomore Class**—Five hours a week for one semester.  
 Horace. *Epistles and Satires*.  
 Cicero. *Pro Ligario*.  
 Tacitus. *Agricola*.  
 Prose Composition. Two themes a week and compositions every fortnight in imitation of the prose authors read.

5. **Junior Class**—Three hours a week for one semester.  
Cicero. *Quaestiones Tusculanae*.  
Plautus. *Duo Captivi*.  
Mackail's *History of Latin Literature*.  
Prose Composition. *Essays in Latin*.
6. **Junior Class**—Three hours a week for one semester.  
Cicero. *Quaestiones Tusculanae*.  
Pliny. *Letters*.  
Juvenal. *Selections*.  
Selections from the *Latin Fathers*.  
Prose Composition. *Essays in Latin*.

The following courses are intended for the benefit of students who have had but two years of Latin.

7. Five hours a week for one semester.  
Caesar. *Book V*.  
Grammar. Syntax of nouns, adjectives, pronouns.  
Latin Practice. Bradley's Arnold from Exercise 177 to 225.
8. Five hours a week for one semester.  
Cicero. *Dillard's Selected Letters*.  
Latin Practice. Bradley's Arnold from Exercise 335 to 382.  
Grammar. Syntax of verbs.
9. Five hours a week for one semester.  
Cicero. *In Catilinam I, III; Pro Achia*.  
Grammar. Review of all syntax.  
Latin Practice. Bradley's Arnold from Exercises 282 to the end of the book.
10. Five hours a week for one semester.  
Virgil. *Eclogues; Aenied, Books, I and II*.  
Grammar. Word-order, sentence structure, style, Julian Calendar, Prosody.  
Latin Practice. Translation of connected discourse. Bradley's Arnold.

## GREEK.

1. **Freshman Class**—Five hours a week for one semester.  
 Plato. Apology or Crito.  
 Homer. Iliad, Books II and III.  
 Grammar. The syntax of the verb. General rules of quantity in connection with the author; the Homeric dialect.
2. **Freshman Class**—Five hours a week for one semester.  
 Homer. Iliad, Books IV, V and VI.  
 Selections from Sappho, Simonides of Ceos, and Pindar.  
 Precepts. A sketch of Greek Epic and Lyric Poetry.  
 Greek Composition. A theme once a week based on the authors studied.
3. **Sophomore Class**—Five hours a week for one semester.  
 Demosthenes. Philippic I or III with analysis in detail. On the Crown, with detailed analysis.  
 Rapid reading in the New Testament, St. Chrysostom or St. Basil.  
 Greek Composition. A theme once a week based on the authors studied.
4. **Sophomore Class** Five hours a week for one semester.  
 Demosthenes. On the Crown, with detailed analysis.  
 Sophocles, Antigone, Oedipus Tyrannus or Oedipus Coloneus.  
 Rapid reading in the New Testament, St. Chrysostom or St. Basil.  
 Greek Composition. Weekly themes constructed from the authors read.
5. **Junior Class**—Three hours a week for one semester.  
 Plato. Phaedo—with analysis.  
 Keep's Stories from Herodotus.
6. **Junior Class**—Three hours a week for one semester.  
 Aeschylus. Prometheus Bound or Agamemnon.  
 Keep's Stories from Herodotus.

The following courses are intended for the benefit of students who enter College without preparatory Greek.

7. Five hours a week for one semester.  
Grammar. Declension of nouns, regular and irregular; adjectives; conjugation of the regular verb.  
Exercises from White's First Greek Book.
8. Five hours a week for one semester.  
Grammar. The regular verb; contract verb; verbs in *mi*.  
Exercises from White's First Greek Book.
9. Five hours a week for one semester.  
Xenophon. Anabasis, Books III and IV.  
Grammar. Syntax of cases; prepositions; tenses; moods.  
Greek Composition. Themes twice a week.
10. Five hours a week for one semester.  
Homer. Iliad, Book I.  
Grammar. Syntax of moods; clauses; etc.  
Greek Composition. Two themes a week based on the words and sentences of Xenophon and illustrating the rules of syntax.

### GERMAN.

1. Five hours a week for two semesters.  
Drill in pronunciation, German script, vocabulary, grammar, and easier reading lessons.
2. Five hours a week for two semesters.  
A thorough review of the German Grammar; much time given to translation of English into German and attempts at original themes. Text-books: "Im Vaterland," by Bacon, and "Gluck Auf," by Mueller and Wenckebach.
3. Five hours a week for two semesters.  
German letter-writing, conversational exercises, and original themes. Text-books: "Bilder aus der Deutschen Literatur, by Keller; "Deutsche Novellen-Bibliothek," by Bernhardt; Vols. I and II of Heine's Poems, selections by White.

4. Five hours a week for two semesters.

Selections from the German Classics: Klopstock, Goethe. Schiller, from Weber's "Dreizehn Linden" and others. Also the reading of books assigned by the Professor with a brief written appreciation of them.

## ENGLISH.

1. **Freshman Class**—Five hours a week for two semesters.

Precepts: Literary Aesthetics; Theory of the Beautiful, of the Sublime; Taste, Imagination; Theory of Literature.

Poetics: Nature and kinds of poetry; elements of poetic substance and form; characteristics of Lyric and Epic Poetry:

Fiction: Constructive principles of story-writing; elements of Fiction—plot, character, situation, purpose; Realism and Romanticism in Fiction; Development of the English Novel.

Texts for Study; Newman's Lecture on Literature and Essay on Aristotle's Poetics; Selections from Newman, Ruskin, de Quincey, Milton, Coleridge, Wordsworth, Keats, Tennyson, DeVere.

History of English Literature and Criticism: Anglo-Saxon, Semi-Saxon, Old English and Middle English Periods, the Elizabethan Age, the Transition Period, the Classical Age.

Text-book: Jenkins' Handbook of English Literature.

Practice: One paper a week on subjects chiefly literary.

2. **Sophomore Class**—Five hours a week for two semesters.

Precepts: Oratory; nature and types of oratory; division of the oration; style in public speaking; methods of oratorical composition; principles of argumentation.

Text-book: Coppens' Art of Oratorical Composition.

History: Principles of Historical Composition; ethical requirements of history; representative English and American historians.

Texts for Study: Burke's Speech on American Taxation and Address to the Electors at Bristol; Webster's Reply

to Hayne and Speech in the Knapp Trial: Commemorative Address on Adams and Jefferson; Newman's Second Spring.

History of English Literature and Criticism: The Romantic School of the Nineteenth Century; American Literature.

Text-book: Jenkins' Handbook of English Literature.

Practice: One composition a week. Analysis and criticism of speeches.

3. **Junior Class**—Three periods a week for two semesters.

Precepts: The Drama; Laws and Technique; Theory of the Tragic; of the Comic.

Texts for Study: Shakespeare's Plays; Interpretation, critical and comparative study.

Practice: One composition a week or every fortnight. Essays critical and philosophical.

4. **Senior Class**—Four periods a week for two semesters.

Precepts: Theory of expository writing; the critical and philosophical essay; stylistic and structural requirements; historical development of the English essay.

Texts for Study: Essays of Macaulay, Newman, Brownson, Archbishop Spalding, etc. Analysis and comparative study of essays, with the emphasis laid on substance and structural organization.

Practice: One composition a week on subjects chiefly critical and philosophical.

## PRACTICAL ORATORY AND DEBATING.

Two hours a week for nine months, besides special conferences and help given to individuals by the Professor.

The object of this course is to train the students of the Collegiate Department to readiness and fluency in speaking before an audience. To this end it is conducted according to strict parliamentary practice as is usual in debating societies. The literary and oratorical exercises are always under the direct supervision of a member of the Faculty. They are as follows:

1. Declamation and elocutionary reading of extracts from the classic drama or from model orations.

2. Criticism and discussion of interpretation and delivery by the instructor, or by critics chosen from among the more advanced members.

3. Composition and reading of stories, poems, and essays, historical, critical or personal. Careful preparation by means of extensive reading and of consultation with the Instructor is prescribed for this exercise.

4. Set orations illustrative of the precepts for oratorical compositions, on topics suited to the speaker and his hearers and written and delivered with a view to producing in the audience actually present the desired effect of convincing or of persuading to action.

5. Extempore speaking on questions discussed, or on matters of business proposed in joint session or transacted by committee.

6. The theory and practice of Parliamentary Law in deliberative assemblies. This constitutes the object of the vigilance of the chairman and of students chosen for this purpose. Extraordinary sessions, too, are called for the explicit and exclusive study of parliamentary practice.

7. Debates. The amount of time devoted to regular debates, the supervision exercised in the choice of questions, the assistance rendered in the preparation of argument, make this exercise the most profitable of all undertaken. Questions of interest of a political, historical or economic nature, prepared by a special committee, afford an opportunity to all the students to engage in general discussion.

8. Lectures. From time to time lectures and conferences are given by the Instructor or by other members of the Faculty on subjects and on methods of study of practical value.

## MATHEMATICS.

1. Five hours a week for one term.

Algebra. This course includes a study of choice, chance, variables, and limits, series, and Vector Algebra. Wentworth's Complete Algebra from Chapter 22 to the end of the book.

2. Five hours a week for one term.  
Analytical Geometry. This course includes a study of Loci and their equations; the straight line, the circle, the different system of co-ordinates, the parabola, the ellipse the hyperbola, etc.
3. Five hours a week for two terms.  
Calculus. A course in both differential and integral calculus.
4. Five hours a week for one term.  
Solid Geometry. Books VI, VII and VIII of Wentworth-Smith's Plane and Solid Geometry.
5. Five hours a week for one term.  
logarithmic tables is given in connection with this course.  
tables is given in connection with this course.
6. Five hours a week for one term.  
Spherical Trigonometry and Surveying. A part of this course is devoted to the practical use of field instruments and the solution of practical problems.

### PHILOSOPHY.

1. **Junior Year**—Five hours a week for one semester.  
Logic.
  - (a) Dialectics: The Province of Logic, Formal and Material. The Foundations of Logic. The Principles of Contradiction, Identity, Causation, Excluded Middle, Simple Apprehension; modern errors. Universal Ideas. Propositions; their nature and division. Opposition and Conversion. Reasoning. The Syllogism and its Laws. Formal and Material Induction. Fallacies.
  - (b) First Principles of Knowledge. Applied Logic. The Nature of Certitude; kind and degrees. Truth. Universal Skepticism. Cartesian Doubt. Criterion of Certitude; Objective Evidence. Trustworthiness of the Senses and Intellectual Powers. Objectivity of Ideas. Belief in Human and Divine Testimony.

2. **Junior Year**—Fours a week for one semester.

General Metaphysics: The concept of being. Essence and existence. Possible being. The Positivist school. Transcendentalism. Attributes of Being: Unity, Truth, Goodness. Substance and Accident. Personality. Quantity. Quality. Relation. Principle and Cause. The Principle of Causality. Perfections of Being. Infinity. Necessity. Order and Beauty.

3. **Junior Year**—Four hours a week for one semester.

Cosmology: Creation. Pantheism. General principles. Ancient and Modern Pantheists. Purposes and Perfection of the Universe. Laws of Nature. Miracles. Occult Powers. Spiritism. Hypnotism. Constitution of Bodies. Atomism. Dynamism. Vortex Theory. Properties of Matter. Time and Space.

4. **Junior Year**—Eight hours a week for one semester.

Psychology:

(a) Life—Vegetative, Animal, Intellectual, Organic bodies essentially different from inorganic. Life, Protoplasm. Vital Principle, distinct from physical chemical forces, Animals sentient, not rational. Instinct. Natural Selection. Rational life. Essential difference between sense and reason.

(b) The Soul: A simple, spiritual substance. False theories of the Ego. Monistic theories. Individuality. Unity. Identity of the principle of the vegetative, sentient and rational life in man. Union of soul and body. Occasionalism. Scholastic doctrine. Locus of the soul. Localization of cerebral functions. Origin of the Soul. Time of Origin, Creationist Doctrine. False theories. Neo-Scholastic doctrine. Theory of Evolution.

(c) Origin of Ideas: The intellect and brain. Universal and abstract concepts. Innate ideas. Empiricism, Ontologism, Associationism. The Schoolmen. Doctrine of St. Thomas. Attention. Reflection. The soul's consciousness of itself. Sensation. Perception. Psychophysics. The

Imagination. Estimative faculty. Sensuous appetite and locomotion. Voluntary, automatic, reflex, impulsive movements. Feeling.

- (d) Rational Appetency: The human will. Desire and volition. Spontaneous and deliberate action. Choice. Self-control. Free will and determination. Fatalism. The emotions. Hypnotism.

5. **Senior Year**—Five hours a week for one-quarter semester.

Natural Theology: The existence of God, Methods of proof. Ontologism. Traditionalism. The "Ontological Proof" of St. Anselm. Metaphysical, cosmological, moral arguments. Atheism. Agnosticism; its religious and moral consequences. The Physical and Metaphysical Essence of God. Infinite Perfection. Unity of God. Pantheism. Anthropomorphism. Immorality, Eternity and Immensity of God. The Divine Intellect and Knowledge. The Free Will and Omnipotence of God. God creating, preserving, concurring with creatures. Divine Providence.

6. **Senior Year**—Five hours a week for one and three quarters semester.

Ethics and Economics:

- (a) General Ethics: Nature, object, necessity of Ethics. Fundamental principles. False theories. The ultimate end of man. Use of the present life. Human acts. Merit and accountability. Virtue and vice. Nature of morality. Standards of morality. Hedonism and Utilitarianism. The Eternal Law. The Natural Law; its properties and sanction. Origin of moral obligation. False theories. Conscience.

- (b) Special Ethics: Rights and duties. Worship of God. Obligation of accepting Divine Revelation. Rationalism. Indifferentism. Suicide. Self-defense. Homicide. Lying and mental reservation.

Right of ownership. Communism. Socialism. Single Tax. Modes of acquiring property. Contracts. Relations of

- Capital and Labor. Employers' Unions. Trade Unions. Strikes.
- Society in general. The Family. Divine institution, unity and indissolubility of marriage. Parental authority. Education. Civil society; its nature, end and origin. False theories. Forms of civil government. Citizenship. Universal suffrage. Functions of civil government; legislative, judicial, executive. Taxation. Death penalty. Freedom of worship. Freedom of the press.
- International law. Foundations of international law. Mutual relations of nations. Right of commerce. Intervention. Rights of neutrals. War and arbitration.

### CHEMISTRY.

1. General Chemistry. Three hours lectures and two double hours laboratory for two semesters.  
A course of experimental lectures, recitations and problems combined with laboratory work. The purpose of this course is to acquaint the student with the fundamental principles of the science and their application to inorganic and organic compounds. It meets the demands of a liberal education, and lays the foundation for more advanced work.
2. Qualitative Analysis. Lecture and laboratory, five hours a week for two semesters.
3. Quantitative Analysis. Lectures and laboratory, five hours a week for two semesters.
4. Organic Chemistry. Lectures, two hours a week; laboratory, two hours three times a week; two semesters.

### PHYSICS.

1. General Physics. A course of lectures, demonstrations and recitations covering in a general manner the fundamental principles of Physics.  
First Semester—Mechanics, Heat, and Sound.  
Second Semester—Light, Electricity, and Magnetism.

Three hours lecture and two hours laboratory for two semesters.

2. **General Physics.** A continuation of Course 1, involving a more extended development of the principles of Physics, the derivation and interpretation of formulas and their application to physical problems. Special attention is paid to Mechanics, Heat and Electricity.

Two hours lecture and two double hours laboratory for two semesters.

### GEOLOGY.

**Dynamical Geology:** Winds, Weathering, Rivers, Glaciers, Lakes, Oceans, Volcanoes, Earthquakes.

**Structural Geology:** Rock-forming Minerals, Composition and Structure of Rocks, Physiographic Structure.

**Historical Geology:** Archean, Paleozoic, Mesozoic, Cenozoic, and Psychoic Eras. (Two hours a week for two semesters.)

### ASTRONOMY.

The Doctrine of the Sphere. The Earth, Moon, Sun, Eclipses. Celestial Mechanics. The Planets and Asteroids. Comets and Meteors. The Stars. Uranography. Practice in the use of the Transit Circle, the Equatorial, and of the Ephemeris. Calculation of Eclipses. Use of Spectroscope. (Five hours a week for one semester.)

### BIOLOGY.

1. **General Biology.** Two lectures and three laboratory hours a week for two semesters.
2. **General Physiology.** Two lectures and three laboratory hours a week for one semester.

### HISTORY.

1. **Freshman Year**—Three hours a week for two terms.  
**Mediaeval History.** Guggenberger's History of the Christian Era, Volume 2.

2. **Sophomore Year**—Three hours a week for two terms.  
Modern History. Guggenberger's History of the Christian Era, Volume 3.
3. **Junior Year**—One hour a week for two terms.  
History of Philosophy. Turner's History of Philosophy.
4. **Senior Year**—One hour a week for two terms.  
History of Philosophy. Turner's History of Philosophy.

### PEDAGOGY.

1. History of Education. Three hours a week for two semesters. This course covers the ancient, mediaeval, and modern periods.
2. Child Study. Two hours a week for one semester.  
A study of the physiology and psychology of childhood with their bearing upon the science of teaching.
3. Systems in Education. Two hours a week for one semester.  
A comparative study of the principal systems of education.
4. Educational Psychology. Three hours a week for one semester.  
A study of psychological facts in their bearing on the work of education; of physical growth in its relation to mental development; instincts; heredity; individuality; abnormalities.
5. Philosophy of Education. Two hours a week for one semester.  
This course deals with the principles underlying all education and of the relative values of different curricula when tested by these principles.
6. Educational Theory and Practice. Two hours a week for two semesters.
7. Observation of Expert Teaching. Three hours a week for one semester.

8. Practice Teaching. Five hours a week for one semester.

Opportunities for practice in actual teaching are afforded in the Creighton University High School and in St. John's Grammar School; opportunities for observation, in the above as well as in the public schools of Omaha and vicinity.

The purpose of this course is to give such special training for the teaching profession as will entitle the recipient of the bachelor's degree in the Arts course to be accredited as a qualified teacher within the meaning of the school law of Nebraska.

The conditions for entrance are the same as for the College of Arts. The course embraces, besides the branches taught in that department, the special studies required by law for teachers; such as the theory and art of teaching, the history of education, methods of instruction, school supervision, etc.

## UNIVERSITY FIRST GRADE CITY STATE TEACHERS' CERTIFICATE.

The University First Grade City State Teacher's Certificate is granted to graduates of the College who have satisfactorily completed this special course as outlined below, in virtue of the recognition of The Creighton University by the State Superintendent of Public Instruction "as an institution duly incorporated under the laws of the State of Nebraska, and having an equivalent of the courses in the University of Nebraska for the degrees of Bachelor of Arts and Bachelor of Science. It is, therefore, authorized to issue certificates to such graduates as have completed the course of special training and instruction of teachers, said course being an equivalent of the course prescribed by the regents and faculty of the University of Nebraska for the special training and instruction of teachers, and such graduates shall be accredited as qualified teachers within the meaning of the school laws of the State, having equal privilege upon equal conditions with graduates from any and all other educational institutions within the State under the school laws thereof."

## REQUIREMENTS.

First. General knowledge. The candidate must hold the Bachelor's or Master's degree from this University.

Second. Special knowledge. The completion of work amounting to at least forty hours divided between two or three subjects which the student expects to teach, the ultimate decision as to the student's proficiency resting with the Professors concerned.

Third. Professional knowledge. The completion of fifteen hours in the History and Science of Education, Educational Psychology and Educational Theory and Practice.

Fourth. Practice Teaching. The completion of one hour daily for one semester devoted to actual teaching and of three hours weekly for one semester devoted to observation of expert teaching.

## The Department of Physics.

The Department of Physics occupies the entire front of the north wing on the third floor. There is every convenience for experimenting with sunlight and with arc and incandescent lamps, with direct and alternating currents, supplied by external circuits, with compressed and rarified air, gas, water, and the like. Nearby are two laboratories generously equipped with instruments and conveniences for the students' work.

The cabinet of physical apparatus is exceptionally well stocked with instruments of all kinds. Besides the ordinary physical equipment there is a triple stereopticon with every attachment, prism and grating spectrometers, a binocular microscope with ten objectives, an elaborate outfit and a large classified list of prepared objects, an electric gyroscope, a motor generator, a very large induction coil, and a display of Geissler tubes.

## THE DEPARTMENT OF CHEMISTRY.

The Department of Chemistry is located on the second floor of the main building and is equipped with lecture room and laboratory facilities to accommodate sixty students, during the same period. Facilities for further work in Chemistry than that outlined in this Bulletin are provided in the laboratories connected with the Departments of Medicine and Pharmacy.

## THE ASTRONOMICAL OBSERVATORY.

William F. Rigge, S. J., Director.

Fellow of the Royal Astronomical Society of Great Britain and of the American Association for the Advancement of Science, and member of the Astronomical and Astrophysical Society of America and of the Nebraska Academy of Science.

*Building.* The Observatory consists of an equatorial room  $14\frac{1}{2}$  feet in diameter, capped by a hemispherical dome, and a transit room  $15 \times 16$  feet, connected by a short passage. The material is pressed brick trimmed with stone.

*Location.* The Observatory is situated about 250 feet north of the main entrance of the college, and on the termination of the spur of a hill from which there is an abrupt descent in all directions except the south and southwest. The transit is in longitude 6 h. 23 m. 46.96 s. west of Greenwich, and in latitude 41 degrees 16 minutes 5.6 seconds north, and its axis is 1,129 feet or 344 meters above sea level, and 167 feet above the city datum plane or the lowest low water of the Missouri river at this place. The transit commands the entire meridian, and the equatorial the entire sky except a portion between the south and the southwest. The exceptionally large extent of sky visible from the Observatory, in spite of its situation in the very heart of a city of over 120,000 inhabitants, is effectively shown by a series of panoramic views taken from its dome and published in *Popular Astronomy*, Vol. XXII No. 5.

The location of the Observatory was determined as well by private observations of stars, as by connection with a primary station of the United States Coast and Geodetic Survey about half a mile distant. On August 5, 6, 7, 1887, a formal exchange of longitude signals took place between the Creighton Observatory and the Naval Observatory in Washington, D. C., over the Western Union Telegraph Line. And on April 25 and 30 and May 3, 1900, the Observatory of the University of Nebraska at Lincoln obtained its longitude from the Creighton Observatory by an exchange of telephonic clock signals. On December 8, 1913, January 23, February 2 and 3, 1914, the longitude of our Observatory was redetermined by means of the special wireless signals sent out from Arlington every day for several months.

*Equipment.* A Steward five-inch equatorial telescope is provided with divided circles, a driving clock, and a Steinheil grating and a Zoellner star spectroscopes, and a Gaertner position micrometer. The clamp and slow motion systems of this instrument are described at some length in *Popular Astronomy*, Vol. XX, No. 9.

A Fauth three-inch transit is equipped with right ascension and declination micrometers and a divided circle read by micrometer microscopes to the tenth of a second.

A modified two-inch Steward altazimuth carries a double eyepiece micrometer and a zenith level. It may be set up on either of two piers just outside of the Observatory and in the meridian of the large transit, where it has every needed electric connexion.

A vault with triple walls contains a Howard mean time and a Fauth siderael clock. Even when no effort was made towards keeping the temperature uniform, the variation has seldom exceeded two degrees Fahrenheit in a day.

There are also a Fauth chronograph, a Heinrich chronometer, two sextants with a Gurley artificial horizon, a double-mirror heliostat, Bailey's astral lantern, fifteen-inch Joslin globes, a variety of eyepieces and other attachments.

The building is lighted by sixteen-candle-power electric lamps, and the instruments by one-candle-power lamps. For many years the chronograph recorded daily the Washington clock signals. And at present the Arlington wireless time signals are received almost every day.

*Foundation.* The equatorial was purchased in 1884 and permanently mounted in 1886. The transit was set up in 1887, and the clock vault built in 1889. In 1910, owing to the cutting-through and grading of the street in front of the University, the lawn about the Observatory was lowered ten feet, and a reinforced concrete retaining wall built to support it. The interior of the Observatory was then ornamented with steel plating and tastefully painted. Although the electric cars on the street come within 110 feet of the telescope, the vibrations produced are scarcely noticeable.

*Object.* The Observatory was erected for a double purpose. First, for the instruction of students. Besides the regular students in

the college course of astronomy, there have been special and advanced ones, mostly during the vacation months.

Secondly, to subserve the zeal of its directors. This has depended upon their own inclinations and the time they could spare from other duties. In following this inclination the Directors have given their attention to the observation of occasional phenomena and to writing for the standard astronomical journals and for several popular magazines.

*Recognition.* The Observatory was first noticed in the report of the Smithsonian Institution of 1885, then in those of 1886 and 1888, and was placed upon its official list of the world's observatories in 1902. It is described in the Congressional record of the 56th Congress, first session, by Hon. W. E. Chandler in his speech of April 11, 1900. It is listed in Popular Astronomy No 75, and in the Revue des Questions Scientifiques in 1906. It appears in Les Observatoires Astronomiques and les Astronomes issued by the Observatoire Royal de Belgique in 1907, and since 1910 it is to be found on the American Ephemeris list. In January 1913 the present director was elected a Fellow by the American Association for the Advancement of Science. His determination, from the position of a shadow, of the time of exposure of a certain photograph in a criminal trial, has been published everywhere, and has met with due appreciation from astronomers and the public alike.

## DEGREES.

The Degrees of Bachelor of Arts, Bachelor of Science, Bachelor of Literature, and Bachelor of Philosophy are conferred on graduation upon those students who have satisfactorily completed the courses outlined in this Bulletin.

## Examinations and Promotions.

Semi-annual examinations are held in the Senior year; in all the other classes of the College and High School the examinations are bi-monthly. The final examination covers the work from December.

### **Class Standing, Awards and Reports.**

Examinations are competitive and are followed by a reading of marks. The percentage obtained by each student is announced and the Honor List is published. Those who make 90 per cent and upwards in the collective branches of the class, merit the distinction of First Honors, and those who gain between 85 and 90 per cent, Second Honors. Reports of the conduct and class standing of students are sent, after each examination, to parents and guardians. At the close of the session a Gold Medal of Excellence is awarded in each class to the student who has made the highest average percentage in the daily work and written examinations throughout the year. The final written examinations for promotion take place in June and an average of 66 2-3 is required for promotion. Students whose total marks in this examination are above the passing average, but who have fallen below 66 2-3 in some studies, will be "conditioned" in those studies and will not be promoted until the condition is removed by a satisfactory examination.

### **General Regulations.**

Parents who wish to withdraw their sons before the end of the session are respectfully requested to give notice of their intention to the Vice-President. Should any student leave of his own accord, or be withdrawn without such notice, or without giving satisfactory reasons, he will not be re-admitted.

Exemption from any of the classes or other exercises of the school must be obtained by parents or guardians. Except in the case of self-supporting students the matter will not be treated of with the students themselves. In case of absence or tardiness a note of excuse from parents or guardians will be expected.

Any conduct unbecoming the character of a gentleman will be regarded as a violation of the School rules.

Flagrant offenses, such as are detrimental to the reputation of the school, or interfere with the good of other students, are grounds for suspension or for conditional or absolute expulsion.

For faults committed outside of the premises the officers of the College cannot justly be held responsible, as students cease then to be under their jurisdiction; still should any serious charge be fairly substantiated, the offender shall be punished according to the gravity of the offense.

### **Parental Co-Operation.**

The efforts of the faculty will be much facilitated if the co-operation of the parents can be secured.

Parents are, therefore, earnestly requested:

First. To insist upon daily study at home for two or three hours.

Second. To notify the Vice President at once in case their sons are withdrawn, absent or tardy; also if the quarterly report fails to reach them.

Third. To answer notifications sent by the Vice President in the case of unexplained absence, or imperfect lessons during a considerable length of time.

Fourth. To require and examine the quarterly report, and not to omit inquiry regarding marks which fall below 70, and to demand an explanation.

### **Daily Order.**

The College is open every morning at 8 o'clock. All are required to be present five minutes before half past 8 o'clock, at which hour the Catholic students hear Mass. At 9 o'clock a. m. the regular classes commence, closing at 3 o'clock p. m.

Special arrangements will be necessary in each individual case to excuse late arrival. In case of younger students the reasons for exemption are to be presented by parents or guardians.

### **Holidays.**

The following are ordinary holidays:

Every Thursday; all the holy days of obligation; from December 22 to January 4; from Wednesday in Holy Week to Tuesday in Easter Week.

### **Creighton College Dormitory.**

The Creighton College Dormitory is intended for out-of-town students. The large number of such students attending the College and the difficulty of obtaining accommodations favorable to serious study had long caused much concern to the College authorities. With this Dormitory a beginning was made along lines calculated to allay all concern. The Dormitory provides students with board and lodging at reasonable rates and under conditions conducive to earnestness of application to college work. The discipline of the Dormitory is under the direct control of the College officials.

### **Fees and Expenses.**

Final Examinations and Credit-Sheet will not be given to students who are delinquent in the payment of any bills due to the College.

Tuition is entirely free during the eight years of the High School and College courses, which are open to students from any part of the Union.

Following the practice of all institutions of learning, to which free colleges like this are not an exception, students of the Natural Sciences are expected to pay for the use of chemical and physical apparatus. The charge is \$10.00 per annum.

A fee of \$5.00 will be charged of all students for a student ticket, which will entitle the holder to attend all athletic events, Glee Club Concerts, Varsity Debates, Arts's Play, to a year's subscription to the Chronicle, and the different issues of the Bulletin.

The Graduation Fee is \$10.00

A private Room and Board can be had in the Creighton University Dormitory for \$90.00, \$95.00 or \$100.00 per half year. The difference of price is based entirely upon the location of rooms. Payment must be made in full at the beginning of each term, i.e. in September and in February. While the authorities, in case the Dormitory is filled, will cheerfully assist students from a distance to find suitable homes at reasonable rates for board and room, they will not consent to act as guardians, nor in any way hold themselves responsible for the conduct of these students, when not actually under College supervision.

A deposit of five dollars is to be made at entrance as security against damage to the furnishings of the room. This deposit will be refunded when the student leaves.

Comparative statement of student's expenses for the academic year, September to June 20th.

	Low	Average	Liberal
Tuition .....	\$ 00.00	\$ 00.00	\$ 00.00
Books, Stationary, Etc. ....	6.00	9.00	12.00
Residence (Dormitory) .....	180.00	190.00	200.00
Laundry .....	12.00	20.00	32.00
Student's Ticket .....	5.00	5.00	5.00
Total .....	<u>\$203.00</u>	<u>\$224.00</u>	<u>\$249.00</u>

No limit is placed upon the allowance which parents may make their sons for clothes and pocket-money, but the College authorities urge that it be kept within modest bounds.

# COLLEGE ORGANIZATIONS

---

## Societies for Religious Culture.

### 1. The Sodality of the Immaculate Conception.

The Sodality is an organization of Catholic students who purpose to aim at a more than ordinary degree of earnest and practical Christian virtue. To attain this end the principal means employed is devotion to the Blessed Virgin Mary, Mother of God, by the study and imitation of her virtues, and by practices of piety in her honor; because the Mother of Christ, who was so intimately associated with Him during His earthly life, in the work of redemption, is still close to Him in Heaven and intensely active and powerful for our sanctification.

The purpose of the Sodality, therefore, is not limited to fostering the personal piety of the Association Members. It aims, furthermore, at instructing them in methods of Christian zeal and charity, and stimulating them to the performance of corresponding good works. The result is to make them at once devout Christians and men of action such as the social needs of the present day demand.

At the weekly meeting the Little Office of the Blessed Virgin is recited, and an appropriate instruction or exhortation is given by the Director, a member of the Faculty.

### 2. The Apostleship of Prayer—League of the Sacred Heart.

To encourage devotion to the Sacred Heart and to enable the students to acquire, while at College, the zeal for the interests of Our Lord, which is so general among the laity of the Catholic Church, the Apostleship of Prayer was established in 1879, and since then few of the students of the College have failed to have their names enrolled as active members.

### 3. The St. John Berchmans Sanctuary Society.

The object of this society is to consult the beauty and the solemnity of Divine worship by an accurate observance of the liturgic rites and ceremonies, and to afford Sodalists of exemplary deportment the sacred privilege of serving at the altar. The Sanctuary Society was organized in 1884, and has always counted from thirty to forty members.

### **Societies for Oratorical Culture.**

#### **1. The Creighton Oratorical Association.**

As its name implies, the society trains its members to readiness and fluency in speaking before an audience. To this end likewise tends the attention paid to historical study and to composition. Meetings are held on Wednesday evenings and debates alternate with orations, recitations and literary essays. The Association was organized in 1884; in 1899 it was admitted to the Nebraska Collegiate Oratorical Association and during the month of January each year a contest takes place to determine the representative in the Inter-State contest.

#### **2. The Creighton Literary Society.**

Since December, 1899, the members of this society have, by their earnestness in preparing themselves for appearance in public, well realized the purpose of its foundation, which was to secure for the lower classes of the course the advantages which the Creighton Oratorical Association insures to the higher.

#### **3. The Creighton German Literary Society.**

Established in October, 1913. The purpose of this society is to further interest in German literature among advanced students. The meetings are held once a week at which German texts are discussed and papers read. For the most part all exercises are carried on in German.

#### **4. The Creighton Dramatic Club.**

To further the study of dramatic literature, to improve in elocution, in interpretation, in impersonation and in public speaking, and to insure versatility, polish and self-reliance, the Dramatic Circle was organized in 1899.

### **Societies for Musical Culture.**

#### **1. The Creighton University Orchestra and Band.**

Organized in 1906. These organizations, besides offering the members training in instrumental music, enable them to minister to the enjoyment of their fellow students and of their friends at public entertainments.

The Orchestra is the owner of an excellent musical library.

Through this organization the members are made acquainted with the best classical orchestra music, including symphonies.

The Orchestra appears in formal and informal concerts during the year. The Band meets Friday evenings. The Orchestra, Tuesdays.

## 2. The Glee Clubs.

There are two Glee Clubs, the College Glee Club, open to the less advanced in musical ability, and the University Glee Club. The object of both organizations is to further a taste for vocal music. Especial care is given to the instruction of the University Glee Club. This organization is under the charge of a member of the Faculty, of a competent Director, and of a Professor of voice. Tuesdays and Sundays.

The University Glee Club appears in an annual formal concert, besides enjoying the opportunity of a number of informal public appearances. At the formal concerts, singers of national reputation are engaged to assist.

The College Glee Club dates from 1885; The University Glee Club from 1911.

## Opportunities for Musical Culture.

Omaha offers excellent advantages for musical culture. Under the management of Miss Evelyn Hopper, performers and singers of world-fame are heard in the city. In addition, the May concerts of the Mendelssohn Choir, assisted by artists of note and the Chicago Symphony Orchestra, afford an opportunity to hear the best in choral and orchestral work.

Omaha abounds in gifted teachers of Music.

## Other Societies.

### The Creighton Alumni Association.

The Alumni Association was organized October 26, 1903. Its object is to preserve and strengthen the ties of fellow feeling and friendship among former students of the College and to afford them an opportunity of showing their attachment to their Alma Mater.

The following are eligible to active membership: (a) Regular Graduates of the School of Arts; (b) Adoptive Alumni; (c) Ex-Students of the Collegiate Department whose classes have graduated.

The honorary members shall consist of those on whom the Association may see fit to confer title.

### **The Creighton University Athletic Association.**

This society was organized for the double purpose of fostering a college spirit and encouraging healthful bodily exercise among the students. The latter aim is not considered as an end sufficiently worthy in itself, but rather as an aid to earnest application to more serious pursuits. It is the hope and purpose of the association to further indoor athletics by fitting up in the near future a modern gymnasium with all necessary appurtenances.

The University encourages Athletic Sports in so far as they tend to promote the physical and moral development of the student. Kept within the proper limits they are a source of recreation and healthful exercise and help toward implanting in the character habits of gentlemanly self-repression, which cannot be disregarded in any system of education. The University Officers, however, are keenly alive to the fact that Athletic sports will not be productive of good, when they become a separate and recognized department of the University, with a corps of managers, coaches and trainers, having the sole object of winning in inter-collegiate contests at any cost, by clean methods or foul. Athletics so conducted are apt to stamp out the manly spirit of generous rivalry which ought to characterize such contests, and be a constant incentive to coarse behavior and brutal tactics. On the same basis of operation university athletic managers, to maintain the prestige which former victories have brought, are, in a certain sense, compelled to resort to means in recruiting their teams which do not fall short of actual, if not technical, professionalism. To keep an influence so deteriorating from exerting an effect upon our students, Athletics are under the immediate control of the Faculty, which uniformly adheres to well-defined regulations in their management. A creditable standing in class is a requisite of eligibility to any of the University teams. Long schedules and trips which necessitate absence from class, are discouraged.

A spacious athletic field affords the students ample opportunity to enjoy the pleasure of a home ground. It meets all the requirements of College athletics. Besides the gridiron and the ball-field, there are tennis courts and hand-ball alleys. The dimensions of the field are 420x400 feet. Its situation is most convenient, as it lies within easy reach of all the Departments, and the Harney and Cuming street cars pass within a block of the main entrance.

### **Athletic Board.**

Mr. Dan B. Butler, President or Chairman.  
Mr. Edward F. Leary, Secretary.  
Hon. James P. English.  
Mr. T. C. Byrne.  
Mr. Frank J. Burkley.  
Mr. T. P. Redmond.  
Mr. J. F. Coad.  
Mr. E. J. McVann.  
Mr. E. A. Creighton.  
Rev. A. R. Wise, S. J., Faculty Director.

---

### **ACKNOWLEDGEMENTS.**

---

#### **Donors of Gold Medals.**

Right Reverend P. A. McGovern, D. D., Bishop of Cheyenne.  
Knights of Columbus, Omaha Council No. 652.  
Ancient Order of Hibernians.  
Very Reverend J. Jennette.  
Reverend J. Aherne.  
Reverend D. P. Harrington.  
Reverend P. J. Judge.  
Mr. T. J. Mahoney.  
Mr. Thomas J. McShane.  
Mr. Frank T. Hamilton.  
Mr. Charles W. Hamilton.  
Mr. Thomas C. Byrne.  
Mr. William P. Flynn, Miles City, Mont.

#### **GIFTS TO LIBRARY.**

Hon. Gilbert M. Hitchcock, U. S. S: Congressional Record of the  
Sixty-third Congress. Annual Reports of the American  
Historical Association. Publications of the Bureau of Amer-  
ican Ethnology.

Hon. C. O. Lobeck, M. C.: 140 bound volumes of the Congressional Globe and Congressional Record. Various Congressional Documents and Memorial Addresses.

Charles N. Dietz, Esq.: Translation of the Roman History of Fathers Catrou and Rouille, S. J., in 6 volumes, fol. London 1728. An elegantly bound copy of the Genevan ("Breeches") Bible., London 1594. A superb copy of the Koran in Turkish. General Sherman as an University President. Life of Jean-Henri Fabre—Poet of Science.

A Friend: Jorgensen's "St. Francis of Assisi."

American Book Co.: A number of volumes.

B. Herder: Several Volumes

Miss Florence Gilmore: The Parting of the Ways.

James E. Delzell, Esq.: Twenty-second Biennial Report of the State Superintendent of Nebraska.

President of St. Louis University: The Archive.

Rev. G. O'Neill, S. J.; Five Centuries of English Poetry.

Sir. Wilfrid Lamotte: Flowers of the Cloister.

Rev. F. Connell, S. J.; Text Book for the Study of Poetry.

Convent of the Sacred Heart: Gervinus on Shakespeare. Life of Blessed Madeline Sophie Barat. Life of Mother Aloysia Hardy. Life of Mother Mabel Digby.

The President of Harvard University: Contributions from the Jefferson Physical Laboratory.

Rev. M. J. O'Connor, S. J.: Bound volumes of "America."

W. C. Van Antwerp: The Stock Exchange from Within.

Charles H. Jones, Esq.: The Life and Public Services of J. Glancy Jones.

U. S. Brewer's Association: Year Book, Report, Etc.

The Government of the United States: Official and Scientific Publications from various Departments.

Regents of Smithsonian Institution: Annual Reports. Memoirs. Contributions to knowledge. Miscellaneous Collections, Etc.

Library of Congress: Report for 1913. Catalogue of Crittenden Papers. Catalogue of Early Books on Music. Catalogue of Opera Librettos, Vols. I and II. Various numbers of "Classifications."

United States Commissioner of Education: Report for 1912. Vols. I and II. Various Pamphlets.

United States National Museum: Proceedings, Contributions and Bulletins.

Carnegie Foundation for the Advancement of Teaching: Reports, Bulletins.

#### **Gifts to Scientific Department.**

Rev. Anton Kippes, '05: Gas Meter.

George J. Gerhard: A Wireless Receiving Outfit.

#### **Gifts to the Campus.**

Class of 1914: A Fountain.

Class of 1914, Creighton University High School: A Steel Flag-pole.

**The Creighton University  
High School.**

### **Creighton University High School.**

The instruction given at the Creighton University High School, besides being a preparation for college, aims at imparting an education such as is usually given in the best High Schools and Academies. It comprises four classes, corresponding to the four years' classical course of an approved High School.

As it is one of the main ends of education to develop in the youthful mind the habit of clear and accurate thinking, much attention is given during the first year or two, to the analysis and synthesis of sentences, and in general, to the study of grammatical rules and principles. This is all the more insisted upon because a thorough knowledge of Etymology and Syntax is the only sound basis for the more advanced work of reading and literary interpretation. For the same reasons, authors are studied with much care and minuteness, with a view to thoroughness rather than to extensive reading in the Latin and Greek authors. A little well thought out is more effective towards true education than a great deal that is ill-digested and imperfectly understood.

Much more stress is laid on the subject of Latin composition than is usual in High Schools, for the reason that the value of the study of Latin, as an educational instrument, rests in no small measure on the work of composition. The reading of Latin, as it is usually practiced, requires comparatively little mental effort; but translation from English into Latin forces thought and reflection. There is scarcely an intellectual process which the young student has to go through that requires more reflection and alertness of mind, a more concentrated attention and a clearer insight into the precise meaning of language than the task of "reproducing in an ancient tongue the thoughts and sentences of modern speech." If Latin deserves to be retained as an instrument of training, Latin composition deserves to be studied well.

In Mathematics, Physical Science, and other studies, the programme here set down follows the usual division of subjects in approved High School courses. The course in English is particularly thorough and complete. Gradual and harmonious development on a systematic basis has ever been the aim in the selection and gradation of all these studies.

Besides the regular course-classes there is a Special Latin and Greek Class maintained to enable High School students who have not

taken Latin or Greek to make up that deficiency. For entrance to this Special Class it is required that a student shall have made at least one year of High School studies.

The Greek of this class is open also to students who have qualified for Freshman Class of Creighton in all requirements except Greek.

### **Requirements for Admission.**

1. All applicants for admission must give satisfactory evidence of good moral character.
2. Candidates who have successfully completed the eighth grade in a parochial or public school will be admitted without examination.
3. All other candidates for admission must pass a satisfactory examination in the following subjects:

#### **ENGLISH.**

Grammar: Parts of speech; cases; tenses; voice, active and passive; classification of sentences; parsing; analysis of complex sentences.

Composition: A short letter or narrative to test the candidate's ability to write grammatical English.

#### **ARITHMETIC.**

Fractions, common and decimal; denominate numbers; measurements; percentage, including commission, stocks and bonds, simple and compound interest, discount; ratio and proportion; square and cube roots.

#### **HISTORY.**

Principal epochs and events of the history of the United States; some knowledge of the chief actors in these events; causes and results of great movements and wars.

#### **GEOGRAPHY.**

Division of the world into continents; political division of the continents; form of government of each country, its chief cities, its great rivers and products, etc.

## The Creighton University High School Prescribed Course.

## FIRST YEAR.

Subjects. First Term.	Periods...	Time.....	Subjects. Second Term.	Periods...	Time.....
Christian Doctrine ...	2	30	Christian Doctrine ...	2	30
Latin .....	10	60	Latin .....	10	60
English .....	5	50	English .....	5	50
Greek History .....	5	50	Greek History .....	5	50
Algebra .....	5	45	Algebra .....	5	45

## SECOND YEAR.

Christian Doctrine ...	2	30	Christian Doctrine ...	2	30
Latin .....	7	60	Latin .....	7	60
Greek .....	5	50	Greek .....	5	50
English .....	5	45	English .....	5	45
Roman History .....	3	50	Roman History .....	3	50
Algebra .....	5	45	Algebra .....	5	45

## THIRD YEAR.

Christian Doctrine ...	2	30	Christian Doctrine ...	2	30
Latin .....	5	60	Latin .....	5	60
Greek .....	5	50	Greek .....	5	50
English .....	5	45	English .....	5	45
American History ...	3	50	American History ...	3	50
Geometry, Plane ....	5	45	Geometry, Plane ....	5	45

## FOURTH YEAR.

Christian Doctrine ...	2	30	Christian Doctrine ...	2	30
Latin .....	5	60	Latin .....	5	60
Greek .....	5	50	Greek .....	5	50
English .....	5	45	English .....	5	45
Mediaeval History ..	3	30	Mediaeval History ...	3	30
Geometry, Solid ....	5	45	Trigonometry, Plane..	5	45
Physics .....	5	45	Physics .....	5	45

## Schedule of Studies.

### LATIN.

**First Year**—Ten periods of 60 minutes each.

Precepts: (First and Second Terms) Etymology; rules of concord of noun, adjective, relative, and verb. Bennett's Grammar.

Practice: Short exercises and daily oral drill. The exercises are arranged by the instructor.

Memory: Pupils are required to learn by heart about ten vocables a day. These vocables are used in the daily oral and written exercises.

**Second Year**—Seven periods of 60 minutes each.

Precepts: (First Term) First year matter reviewed, including exceptions; irregular, defective and impersonal verbs; adverbs and prepositions.

(Second Term) Chief rules for cases. Also the grammatical notes in Arnold to No. 177.

Author: Caesar, de Bello Gallico.

Sight Reading: (Both Terms) Parts of Author not seen thoroughly.

Practice: (First Term) Sentences arranged by instructor.

(Second Term) Arnold's Latin Prose Composition—first ten exercises with at least two supplementary exercises.

Memory: (Both Terms) Important verbs with their principal parts as given in Bennett, No. 120, etc., eight or ten a day.

**Third Year**—Five periods of 60 minutes each.

Precepts: (First Term) Review of the syntax of nouns; syntax of adjectives and pronouns.

(Second Term) Syntax of verbs.

Authors: (First Term) Caesar, de Bello Gallico and Cicero's Letters.

(Second Term) Caesar, de Bello Gallico, and Cicero's Letters.

Sight Reading: (Both Terms) Parts of authors not read thoroughly.

Practice: (Both Terms) Badley's Arnold, from No. 77 to No. 262.

**Fourth Year**—Five periods of 60 minutes each.

Precepts: (First Term) Review of syntax of nouns, adjectives, pronouns, and verbs to the moods.

(Second Term) Review of the rest of syntax; word-order, sentence-structure, and style; Julian Calendar, Prosody.

Authors: (First Term) Cicero, *In Catilinam*, I, III, *pro Archia*; Ovid's *Metamorphoses*.

(Second Term) Virgil's *Eclogues*; *Aeneid*, books I, II.

Sight Reading: Selections from Virgil's *Eclogues*, *Georgics*, or *Aeneid*.

Practice: (First Term) Bradley's *Arnold*, from number 262 to 365.

(Second Term) Bradley's *Arnold*, from number 382 to 401 and from 419 to 527.

Memory: A few lines from author daily.

## GREEK.

**Second Year**—Five periods.

Precepts: (Both Terms) Declension of nouns, regular and irregular; adjectives; the regular verb. Kaegi-Kleist's *Grammar*, Nos. 1 to 80.

Practice: Two themes a week; frequent written class exercises; a written review once a week.

Memory: Six or eight words daily.

**Third Year**—Five Periods.

Precepts: (First Term) The regular verb repeated; contract verbs; pure, mute, and liquid verbs. Kaegi-Kleist Nos. 80-98.

(Second Term) Verbs in *mi*; irregular verbs Nos. 98 to 112, inclusive; syntax to cases, Nos. 114 to 131.

Authors: (First Term) White's *First Greek Book*.

(Second Term) Xenophon's *Anabasis*, books I and II.

Practice: (Both Terms) A theme twice a week. Frequent written class exercises.

Memory: Word-list from the *Grammar* and the author.

**Fourth Year**—Five periods.

Precepts. (First Term) Syntax of cases; prepositions; tenses; moods, Nos. 131 to 176.

(Second Term) Moods, clauses, verbal nouns and adjectives, particles, Nos. 176 to 208.

Authors: (First Term) Xenophon's *Anabasis*, books III and IV.

(Second Term) Homer's *Iliad*, book I.

Sight Reading: Xenophon's *Anabasis* or *Cyropoedia*.

Practice: (Both Terms) Two themes a week, built on the words and sentences of Xenophon, and illustrating the rules of syntax.

**ENGLISH.****First Year**—Five periods.

Precepts and Practice: Analysis and sentence-building, punctuation and occasional practice in letter-writing.

Text-Books: McNichol's *Fundamental English* and Ryan's *Studies in Irving*.

Texts for Study: Irving, *The Sketch Book*; Hawthorne, *Tanglewood Tales*; Dickens, *Christmas Carols*; Goldsmith, *Deserted Village*; Longfellow, *Evangeline*; Whittier, *Snowbound*; Scott, *Lady of the Lake*.

Memory: From the authors read in class.

**Second Year**—Five periods.

Precepts and Practice: The period; development and imitation of periods; the paragraph; constructive principles of the paragraph; analysis and imitation of paragraphs.

Text-Books: Donnelly's *Imitation and Analysis*, and Ryan's *Studies in Irving* as a companion book for work in composition.

Texts for Study: Hawthorne, *The Great Stone Face*, *The Snow Image*; Poe, *The Gold Bug*, *The Purloined Letter*; Wiseman, *Fabiola*; Macaulay, *Lays of Ancient Rome*; Longfellow, *Tales of a Wayside Inn*; Bryant, *Selections*; Arnold, *Sohrab and Rustum*.

Memory: From the authors read in class.

**Third Year—Five periods.**

Precepts and Practice: Brooks' English Composition Part II; Choice of Words, Narration, Description, Figures of Speech.

Texts for Study: Lamb, Select Essays of Elia; De Quincey, Flight of a Tartar Tribe; Newman, Callista; Lafcadio Hearn, Chita; Tennyson, The Holy Grail, The Passing of Arthur; De Vere, Denville's Selections; Drake, Culprit Fay; Lowell, Vision of Sir Launfal.

Memory: From the authors read in class.

**Fourth Year—Five periods.**

Precepts and Practice: The four species of prose composition; versification; essays.

Text-Book: Brooks' English Composition, Part II.

Texts for Study: Macaulay, Select Essays; Newman, Prose Selections; Addison, Selections from Spectator; Burke, Conciliation with the Colonies; Wordsworth, Selections; Moore's Melodies; Shakespeare, Merchant of Venice or Macbeth.

Memory: From the authors read in class.

**PUBLIC SPEAKING AND DEBATING.**

Two hours once a week, nine months, besides special help given to individuals by the Professor.

The object of this course is essentially the same as that of the corresponding course in the Collegiate Department, to acquire ease and fluency in addressing an audience. The work undertaken to this end by the students of the High School Department is, however, of necessity, more restricted in its scope than that of the College course. Absolute grammatical correctness and propriety of diction in composition form the requisites for admission, and the proficiency in extempore speaking, together with an apt and graceful delivery, should be the constant aim of the student at this stage of his progress. The exercises adopted with the view to attain such proficiency afford ample opportunity for higher development.

**Exercises:**

1. Declamation and elocutionary reading of selections in prose or verse, followed by judicious criticism for the benefit of all the students by the Instructor, a member of the Faculty.

2. The writing and reading of original papers on topics of interest, with special attention paid to precision and elegance of language and to correctness of taste.

3. Reviews of select pieces of standard literature and estimates of character chiefly in classic fiction.

4. Discussion of the merits and influence of great men in history: of national movements, etc., as studied in class.

5. Regular debates on questions within the mental range of the members, involving careful preparation, clear, and logical treatment of argument, and a forceful and easy delivery.

6. Off-hand speaking in rebuttal argument or in the transaction of business.

## MATHEMATICS.

**First Year**—Five periods.

(First Term)—Algebra—From the beginning to Common Factors. Chapter one to seven, exclusive, of Wentworth's Complete Algebra.

(Second Term) Common Factors to Simultaneous Equations of the first degree. Also Loci of Equations. Chapters seven to eleven and Chapter thirty-two of Wentworth's Complete Algebra.

**Second Year**—Four periods.

(First Term)—Algebra—Simultaneous Equations to Indeterminate Equations. Chapters eleven to sixteen of Wentworth's Complete Algebra.

(Second Term)—Algebra—Indeterminate Equations to Choice.

**Third Year**—Four periods.

(First Term)—Wentworth and Smith's Plane and Solid Geometry, books I and II.

(Second Term)—Wentworth and Smith's Plane and Solid Geometry, books III, IV and V.

**Fourth Year**—Four periods.

(First Term)—Wentworth and Smith's Plane and Solid Geometry, books VI, VII and VIII.

(Second Term)—Plane Trigonometry, Chapters one to five.

## HISTORY.

**First Year**—Five periods.

Oriental and Grecian History.

**Second Year**—Three periods.

History of Rome.

**Third Year**—Three periods.

History of the United States. Text-book: Montgomery's History of the United States, and Garner's Government in the United States.

**Fourth Year**—Three periods.

Guggenberger's History of the Christian Era, Vol. I.

## CHRISTIAN DOCTRINE.

**First Year**—Two thirty-minute periods.

Faith—Its object, necessity and qualities. The Apostle's Creed.

Text-Book: Deharbe's Large Catechism.

**Second Year**—Two thirty-minute periods.

The Commandments of God, Precepts of the Church, Sin and Virtue.

Text-Book: Deharbe's Large Catechism.

**Third Year**—Two thirty-minute periods.

Coppens' Systematic Study of the Catholic Religion, Treatise IV, from Grace to the end of the book.

**Fourth Year**—Two thirty-minute periods weekly.

Coppens' Systematic Study of the Catholic Religion, Treatise I, The Christian Revelation, to Treatise IV.

## PHYSICS.

**Fourth Year**—Five periods.

(First Term) Millikan and Gale's First Course in Physics.

Kinematics; Dynamics; Properties of Matter, Dynamics of Fluids; Energy of Mass Vibration; Molecular Vibration; Molecular Dynamics.

(Second Term) Millikan and Gale's First Course in Physics.

Ether Dynamics: Radiation; Light; Electrostatics; Electrodynamics.

Lecture with experimental demonstration, three periods; Laboratory work, two periods.

## MODERN LANGUAGES.

**Course I.** *German*—Five hours a week, one year.

(a) Precepts. Etymology.—Fundamental Rules of Syntax.—  
Idioms.

(b) Practice. Reading exercises, oral and written, in translation.

(c) Authors: Extracts from grammar.

**Course II.** *German*—Five hours a week, one year.

(a) Precepts. Syntax completed. Comparison of idioms in English and German.

(b) Practice. Exercises in translation, both oral and written.

(c) Authors: Classic selections at the option of the Professor.

**Course III.** *French*—Five hours a week, one year.

(a) Precepts. Etymology to irregular verbs.—Easier rules of syntax.

(b) Practice. Reading.—Oral and written translation.

(c) Extracts from grammar.

**Course IV.** *French*—Five hours a week, one year.

(a) Precepts. Review of irregular verbs.—Syntax completed.

(b) Translation. Oral and written translation.

(c) Authors: Selections at the option of the Professor.

## College Register.

Arledge, Roone, Freshman.....	North Carolina
Barrett, James E., Freshman .....	South Dakota
Black, Paul H., Freshman .....	Nebraska
Block, Max, Freshman .....	Nebraska
Bongardt, Henry F., Freshman .....	Nebraska
Bourke, Norman T., Freshman .....	Nebraska
Bremers, Rudolph H., Special.....	Nebraska
Brennan, John W., Freshman.....	Illinois
Brennan, William E., Freshman .....	South Dakota
Bruckner, Louis, H., Junior .....	Nebraska
Burke, Paul A., Senior .....	Nebraska
Burke, Raymond L., Sophomore.....	Iowa
Burns, Earl L. F., Freshman. ....	Indiana
Burns, William J., Freshman .....	Montana
Busch, William I., Junior.....	Nebraska
Bushman, F. Lawrence, Senior .....	Nebraska
Cahill, Robert A., Senior .....	Nebraska
Cain, J, Vincent, Sophomore.....	Nebraska
Callaghan, Patrick P., Freshman .....	Montana
Castaldo, Felix, Sophomore .....	New York
Clute, Floyd E., Freshman .....	Montana
Coakley, Walter J., Sophomore .....	South Dakota
Connolly, Earl A., Senior .....	Nebraska
Conwell Linus D., Junior .....	Iowa
Cordes, John J., Sophomore.....	Iowa
Daly, Philip A., Freshman.....	Iowa
Davis, Malcom L. Freshman Special.....	Ontario
Delaney, Finan D., Freshman .....	Alaska
Dolan, Henry F., Junior .....	Iowa
Dundis, Alphonse B., Freshman .....	Nebraska
Dunning, Joseph P., Sophomore .....	Nebraska
English, Benjamin, M., Sophomore .....	Iowa
English, James P. Sophomore.....	Nebraska
Fitzgerald, Vincent, J., Freshman.....	Minnesota
Flaherty, William J., Senior .....	Missouri
Gaffney, James, Sophomore .....	Iowa
Gaudreault, Frederick H., Freshman .....	Nebraska
Giese, William A., Freshman.....	Iowa
Gillespie, Joseph T., Freshman.....	Nebraska
Grady, John C., Junior .....	Iowa
Hannon, Leo J., Freshman.....	Nebraska
Harrington, Joseph S., Freshman.....	Iowa
Harrington, Paul C., Senior .....	Colorado
Hartnett, James C., Sophomore .....	Nebraska
Haun, Henry J., Senior .....	Nebraska
Haverly, Norman J., Senior .....	Nebraska
Hennessy, Benedict A., Senior .....	Nebraska
Herring, George, Freshman .....	Iowa

Hines, Lawrence E., Freshman ..... Montana  
Howard, Maurice C., Junior ..... Nebraska

Kanne, Charles A., Freshman ..... Iowa  
Karlovsky, Wenceslaus M., Sophomore ..... Nebraska  
Keys, Cornelius J., Freshman ..... Nebraska  
Kruger, Bart J., Freshman ..... Nebraska

LaPorte, Romeo J., Senior ..... Nebraska  
La Violette, Gerald E., Sophomore ..... Nebraska  
Lancaster, Joseph L., Senior ..... Iowa  
Landgraf, Ernest W., Freshman ..... Nebraska  
Langdon, John A., Freshman ..... Colorado  
Lentz, Carlisle S., Senior ..... Nebraska  
Linnihan, John M., Freshman ..... Minnesota  
Lovely, Frank T., Freshman ..... Nebraska

McBride, William P., Freshman ..... Nebraska  
McCaffrey, Edward H., Sophomore ..... Nebraska  
McCarthy, Cyril E., Junior ..... Nebraska  
McDermott, Edward K., Senior ..... Iowa  
McDermott, J. Frank, Senior ..... Iowa  
McDermott, J. Raymond, Senior ..... Iowa  
McDermott, James V., Freshman Special ..... Nebraska  
McEniry, Charles T., Senior ..... Iowa  
McGan, James W., Freshman ..... Nebraska  
McGonigle, Leo P., Freshman ..... Nebraska  
McGuire, Paul, Freshman ..... South Dakota  
McMahon, M. Earl, Freshman ..... Iowa  
Mangan, William J., Freshman ..... Iowa  
Mansfield, James, Freshman ..... Missouri  
Martin, James W., Freshman ..... Nebraska  
Meyen, Bert P., Sophomore ..... Nebraska  
Moore, John P., Senior ..... Nebraska  
Mulholland, Emmett P., Freshman ..... Iowa  
Murphy, M. Edwin, Freshman ..... Minnesota  
Muskin, Nathan, Freshman ..... Nebraska

O'Connor, James J., Sophomore ..... Iowa  
O'Donnell, M. Frank, Sophomore ..... Nebraska  
O'Donnell, W. Raymond, Junior ..... Nebraska  
O'Malley, Eugene J., Freshman ..... Iowa  
O'Rourke, Arthur J., Sophomore ..... Nebraska  
O'Toole, Thomas, Sophomore ..... Iowa  
Ostdiek, Joseph H., Freshman ..... Iowa

Pfaff, Leo S., Freshman ..... Iowa  
Pfeffer, Albert M., Freshman Special ..... Nebraska  
Planck, Emery W., Junior ..... Nebraska  
Plunkett, Edw. J., Senior ..... Nebraska

Rapp Charles, Freshman ..... Nebraska  
Reed, Elridge G., Special ..... Nebraska  
Riley, Leo E., Sophomore ..... Nebraska  
Rock, C. Edmond, Freshman ..... Nebraska  
Ronayne, J. Robert, Freshman ..... South Dakota  
Ryan, John W., Freshman ..... Nebraska

Ryan, William J., Freshman .....	Montana
Scanlan, John T., Junior.....	Nebraska
Sheehan, E. Frank, Freshman Special.....	Montana
Shillington, Waldo E., Freshman .....	Nebraska
Stehly, Michael W., Sophomore.....	South Dakota
Stehly, Nicholas J., Sophomore.....	South Dakota
Sullivan, Anthony J., Sophomore.....	Nebraska
Sullivan, Harry T., Senior .....	Nebraska
Svoboda, Emil V., Junior.....	Nebraska
Torrey, Earl B., Freshman .....	Nebraska
Traynor, Raymond L., Junior.....	Nebraska
Vetter, James G., Freshman.....	South Dakota
Wanek, Clarence E., Freshman.....	Nebraska

### High School Register.

Abboud, Philip, First Year.....	Nebraska
Abboud, Richard C., First Year.....	Nebraska
Adams, William J., Second Year.....	Nebraska
Agursky, Samuel, First Year.....	Nebraska
Alvey, Carl B., Third Year.....	Missouri
Attwood, N. Harry, Second Year.....	Nebraska
Bacon, Fred, First Year.....	Nebraska
Barr, Elmer L., Fourth Year.....	Nebraska
Barr, Henry O., Second Year.....	Nebraska
Barrett, Daniel J., Third Year.....	Iowa
Barrett, David D., Third Year.....	Iowa
Barrett, Francis B., First Year .....	Nebraska
Barry, Michael W., First Year.....	Nebraska
Barton, Wadleigh, Second Year.....	Nebraska
Baye, August M., Second Year.....	South Dakota
Beck, Henry L., First Year.....	Nebraska
Belford, Carroll, Second Year.....	Nebraska
Belford, Daniel, Second Year.....	Nebraska
Belford, Julius, First Year.....	Nebraska
Bell, Percy, Second Year.....	Nebraska
Bergman, Elmer, Fourth Year.....	Nebraska
Beveridge, J. Alban, First Year.....	Nebraska
Beveridge, Leo R., Fourth Year.....	Nebraska
Bisenius, Ambrose L., Fourth Year.....	Iowa
Beveridge, J., Alban, First Year.....	Nebraska
Black, William J., First Year.....	Nebraska
Blair, John V., Second Year.....	Oklahoma
Boland, George B., Second Year.....	Nebraska
Boland, Paul J., Third Year.....	Nebraska
Bongardt, Charles F., Fourth Year.....	Nebraska
Borghoff, John, Fourth Year.....	Nebraska
Boruch, Edwin, Third Year .....	Nebraska
Brady, Charles F., Third Year .....	Iowa
Breen, Ormin E., First Year.....	Nebraska
Brennan, John P., Third Year.....	Iowa

Brennan, Lawrence, First Year.....	Nebraska
Brennan, William M., Third Year.....	Nebraska
Brown, Francis B., First Year.....	Nebraska
Brown, Leo C., First Year.....	Iowa
Burkhard, Frank J., Second Year.....	Nebraska
Burkhard, Vincent J., Third Year.....	Nebraska
Burkley, Harry V., First Year.....	Nebraska
Byford, Francis L., Third Year .....	Iowa
Callahan, Leroy S., First Year.....	Iowa
Cahill, John T., Fourth Year.....	Nebraska
Cahill, John E., First Year.....	Nebraska
Camel, Elias G., Second Year.....	Nebraska
Campbell, George B., Fourth Year.....	Nebraska
Campbell, Thomas A., Third Year.....	Wyoming
Canavan, Thomas, Third Year.....	Iowa
Carey, Leo J., First Year.....	Nebraska
Carey, Michael J., Fourth Year.....	Iowa
Carroll, Earl, Second Year.....	Illinois
Carlson, Floyd, First Year.....	Iowa
Casey, Francis I., Second Year.....	Iowa
Chapuran, Edward J., Second Year.....	Nebraska
Charvat, Charles, First Year.....	Nebraska
Chilewski, Paul P., Second Year.....	Nebraska
Chiodo, Vincent P., Second Year .....	Nebraska
Chleborad, John, Second Year.....	Nebraska
Clayton, James O., Third Year.....	Nebraska
Cogley, Philip J., Second Year.....	Nebraska
Cole, Clifford H., First Year.....	Nebraska
Coll, Thomas W., First Year.....	Nebraska
Collopy, Thomas, Third Year.....	Nebraska
Connell, James R., First Year.....	Nebraska
Connolly, John A., First Year.....	Montana
Connolly, John J., Third Year.....	Iowa
Connolly, Thomas, First Year .....	Iowa
Connor, Aloysius J. First Year.....	Nebraska
Connors, Patrick J., Second Year.....	Nebraska
Conroy, Luke, First Year.....	Nebraska
Costello, Charles S., Second Year.....	Iowa
Courtney, Jerry F., Fourth Year.....	Nebraska
Cox, Ralph, First Year.....	Nebraska
Crawford, Walter, Second Year.....	Nebraska
Crofoot, Edward B., Second Year.....	Nebraska
Cronin, James, First Year.....	Nebraska
Cunningham, Donald F., Third Year.....	Nebraska
Cushing, James F., First Year.....	Nebraska
Dailey, Harry V., First Year.....	South Dakota
Daugherty, Edward A., First Year.....	Nebraska
Delehanty, Frank J., Second Year.....	Nebraska
Dempsey, William F., Second Year.....	Nebraska
Desterhouse, Robert L., First Year.....	Nebraska
Detrick, William, First Year.....	Nebraska
Dewhurst, John C., Third Year.....	Nebraska
Donahue, John J., Second Year.....	Nebraska
Doran, Lyle, W., Second Year.....	Nebraska
Dorsey, Daniel J., Third Year.....	Nebraska

Dougherty, Emmett, Third Year.....	Nebraska
Dowling, Edward S., First Year.....	Nebraska
Doyle, Thomas F., Fourth Year.....	Nebraska
Driscoll, Jack M., Second Year.....	Nebraska
Driscoll, Walter E., Third Year.....	Nebraska
Dross, Earl, First Year .....	Nebraska
Drought, Frank H., First Year.....	Nebraska
Duffy, Paul V., Third Year.....	Nebraska
Dugdale, Charles F., Second Year.....	Nebraska
Dugdale, Richard T., Third Year.....	Nebraska
Dugher, James B., Third Year.....	Nebraska
Dundis, Onufry, First Year .....	Nebraska
Dunn, Ralph J., Third Year.....	Nebraska
Egan, Patrick J., First Year.....	Nebraska
Egan, Stephen A., Third Year.....	Nebraska
Epsten, Edward J., Fourth Year.....	Nebraska
Fadden, Thomas J., Second Year.....	Iowa
Farrell, John J., First Year.....	Nebraska
Farrell, Sebastian J., Fourth Year.....	Iowa
Faulhaber, Francis A., Fourth Year.....	Missouri
Fenton, James E., Second Year.....	Nebraska
Fenton, Joseph, First Year.....	Nebraska
Ferris, Fallo, First Year.....	Nebraska
Fitzwilliams, Edward P., First Year.....	Nebraska
Flood, Richard J., Second Year.....	Montana
Flynn, John L., Third Year.....	Nebraska
Fogarty, Edward F., Third Year.....	Nebraska
Foley, Thomas J., First Year.....	Nebraska
Frank, William, Second Year.....	Nebraska
Frimann, Claud T., Third Year.....	Nebraska
Fuhs, Harry A., Second Year.....	Iowa
Gallagher, M. Raymond, First Year.....	Iowa
Gauvreau, Leo William, First Year.....	Nebraska
George, Michael, First Year.....	Missouri
Giles, Owen, Second Year.....	Nebraska
Gilmore, LaFayette W., Second Year.....	Nebraska
Gilmore, William F., Third Year.....	Iowa
Goodall, Arthur L., Second Year.....	Nebraska
Grady, Leslie, First Year.....	Iowa
Greene, Robert H., Third Year .....	Nebraska
Grogan, Thomas F., First Year.....	Iowa
Growney, Lawrence E., Fourth Year .....	Kansas
Gruber, Henry J., First Year.....	Nebraska
Guggenmos, Benjamin A., First Year.....	Nebraska
Hahne, Joseph W., First Year.....	Nebraska
Hallahan, J. Edward, Fourth Year.....	Nebraska
Haller, George, First Year.....	Nebraska
Halpine, John, Fourth Year Special.....	Nebraska
Hannan, Lawrence J., Second Year.....	Nebraska
Harran, Hugh J., First Year.....	South Dakota
Harrington, Frank, Third Year.....	Nebraska
Harrington, M. John, Third Year.....	Colorado
Harrington, William J., Fourth Year.....	Iowa
Hartje, Harry F., Second Year.....	Iowa

Hasford, Joseph F., Second Year.....	Nebraska
Haverly, Harry W., Second Year.....	Nebraska
Hawk, Howard F., Fourth Year Special .....	Nebraska
Hawley, Edward M., Second Year .....	Nebraska
Hawley, Joseph T., Second Year.....	Nebraska
Heafey, Cornelius, First Year.....	Nebraska
Hennegan, Thomas M., First Year.....	Nebraska
Hickey, Leo H., First Year.....	Iowa
Hillburg, John F., Fourth Year.....	Nebraska
Hindelang, Mark G., First Year.....	Nebraska
Holbrook, Cyril L., Third Year.....	Nebraska
Holbrook, Paul, First Year.....	Nebraska
Holmes, Gorge L., First Year.....	Missouri
Hoskovec, Bernard J., Third Year.....	Nebraska
Houlton, Thomas L., Fourth Year.....	Nebraska
Hughes, Anthony I., Fourth Year .....	Iowa
Hughes, James L., Second Year .....	Nebraska
Jones, Norman H., First Year.....	Nebraska
Kammerer, Horace F., First Year.....	Nebraska
Kastner, Ralph D., Second Year.....	Iowa
Kastner, Stuart J., Fourth Year.....	Iowa
Kearney, Alfred L., Fourth Year.....	Illinois
Keegan, Donald J., Fourth Year.....	Nebraska
Keeley, William F., Second Year.....	Texas
Kelly, Lawrence E., First Year.....	Iowa
Kelly, Lawrence, E., First Year.....	Iowa
Kelly, Roger F., Fourth Year.....	Iowa
Kelley, William P., Fourth Year.....	Nebraska
Kennebeck, John E., Third Year.....	Nebraska
Kennebeck, Paul A., Third Year.....	Nebraska
Kessler, Norbert J., Fourth Year.....	Missouri
Klise, Charles H., Third Year.....	Iowa
King, Ralph H., First Year.....	Nebraska
Klapka, Charles V., First Year.....	Iowa
Korth, Zeno N., First Year.....	Nebraska
Krejci, Milbert J., First Year.....	Nebraska
Krupski, Leon, First Year.....	Nebraska
Lafferty, Joseph J., * Second Year.....	Nebraska
Langmo, Ruben, Third Year .....	Nebraska
Larkin, Aloysius M., Fourth Year .....	Nebraska
Laughlin, Morris, First Year.....	Iowa
Lewis, Charles W., First Year.....	Nebraska
Libby, A. Harold, First Year.....	Nebraska
Linahan, Harold C., Fourth Year.....	Nebraska
Lippold, John P., Third Year.....	Iowa
Long, J. Clifford, Fourth Year.....	Nebraska
Looschen, George, First Year.....	Nebraska
Looschen, Paul O., Fourth Year.....	Nebraska
Lott, Walter C., First Year.....	Iowa
Lovely, James P., Second Year.....	Nebraska
Lowe, Kenny J., Third Year.....	Nebraska

\* Died January 21, 1914.

Lowry, Edward F., Second Year.....	Nebraska
Lyck, Peter A., First Year.....	Nebraska
McAllister, Everett C., First Year.....	Nebraska
McArdle, Charles J., Second Year.....	Nebraska
McAuliffe, Michael H., First Year.....	Nebraska
McAvoy, John C., Second Year.....	Nebraska
McCabe, Eugene A., Fourth Year.....	Nebraska
McCarthy, Emerson J., Fourth Year.....	Nebraska
McCarthy, M. Stephen, Second Year.....	Kansas
McCartney, Francis E., Second Year.....	Nebraska
McCauley, William P., Fourth Year.....	Nebraska
McCoy, Emmet J., Second Year.....	Nebraska
McCreary, Emmett L., Second Year.....	Nebraska
McDermott, William O., Fourth Year.....	Iowa
McDonald, William T., Fourth Year.....	Iowa
McElligott, James W., Third Year.....	Nebraska
McEvoy, V. Mark, First Year.....	Iowa
McGovern, Joseph T., First Year.....	Nebraska
McGowan, John G., Second Year.....	Nebraska
McGowan, Peter C., Third Year.....	Wisconsin
McGuigan, William M., First Year.....	Nebraska
McGuire, Harry P., Fourth Year Special.....	Nebraska
McGuire, William P., First Year.....	Iowa
McKenna, J. Francis, First Year.....	Nebraska
McKenna, Harold F., Second Year.....	Nebraska
McKenna, John P., First Year.....	Nebraska
McKenzie, Hugh R., First Year.....	Missouri
McMahon, Leo J., Third Year.....	Iowa
McNamara, Joseph W., First Year.....	Nebraska
McNamara, Willard J., First Year.....	Nebraska
McNertney, Lawrence C., First Year.....	Iowa
McVann, Donald E., First Year.....	Nebraska
Madura, Thaddeus H., Third Year.....	Nebraska
Maher, Michael J., First Year.....	Nebraska
Maher, Thomas F., Second Year.....	Nebraska
Mahoney, David J., Fourth Year.....	Iowa
Mahoney, George, First Year.....	Nebraska
Mallen, Thomas J., Second Year.....	Missouri
Malloy, Joseph P., Third Year.....	Nebraska
Mannion, John E., Fourth Year.....	Nebraska
Marecek, Steve J., First Year.....	Nebraska
Martin, Joseph F., First Year.....	Nebraska
Martis, Gerhard E., First Year.....	Nebraska
Massey, Robert L., Fourth Year.....	Nebraska
Mayer, Edmund G., First Year.....	Nebraska
Meany, Francis P., Third Year.....	Minnesota
Mehan, George, First Year.....	Nebraska
Mergen, Henry N., Third Year.....	Nebraska
Milota, John, First Year.....	Nebraska
Moore, Edwin J., First Year.....	Nebraska
Morrison, John F., First Year.....	Nebraska
Morton, Robert A., Second Year.....	Nebraska
Mostyn, Thomas J., Fourth Year.....	Nebraska
Muirhead, Milton, First Year.....	Nebraska
Mullaney, Thomas, First Year.....	South Dakota
Mullen, Clifford J., Second Year.....	Nebraska
Mulvihill, Clair F., Second Year.....	Nebraska

Mulvihill, George J., First Year.....	Nebraska
Murnane, Thomas, First Year.....	Nebraska
Murphy, Albert S., First Year.....	Nebraska
Murphy, Charles, First Year.....	Nebraska
Murphy, Clarence L., First Year.....	Nebraska
Murphy, Emmett L., Fourth Year.....	Nebraska
Murphy, Joseph, First Year.....	Nebraska
Murphy, Vincent J., First Year.....	Nebraska
Murray, Eugene F., First Year.....	Nebraska
Murray, James E., First Year.....	Nebraska
Myers, Aloysius A., First Year.....	Nebraska
Nady, Leo L., Fourth Year.....	Iowa
Nareko, Joseph D., Second Year.....	Nebraska
Norton, Matthew J., Third Year.....	Ireland
Norton, Patrick J., First Year.....	Ireland
Nugent, Francis J., Third Year.....	Missouri
O'Brien, Thomas J., Fourth Year.....	Nebraska
O'Connell, Aloysius F., Fourth Year.....	Nebraska
O'Connell, Francis J., Second Year.....	Nebraska
O'Connell, Leo A., Third Year.....	Nebraska
O'Connor, Hugh T., First Year.....	Nebraska
O'Keefe, Eugene, First Year.....	Iowa
O'Neill, Edward E., Third Year.....	Nebraska
O'Neil, J. Marshall, Third Year.....	Nebraska
Owens, James H., Second Year.....	Iowa
Park, Russell L., First Year.....	Nebraska
Peterson, Robert C., Third Year.....	Nebraska
Philbin, Joseph P., Third Year.....	Nebraska
Plott, Henry J., Second Year.....	Nebraska
Pollreis, Florian, First Year.....	Nebraska
Polski, Ignatius A., Second Year.....	Nebraska
Powers, Arnie J., First Year.....	Iowa
Powers, Edmund F., Fourth Year.....	Iowa
Powers, Francis, Second Year.....	Iowa
Powers, Mark V., First Year.....	Iowa
Pritchard, John S., First Year.....	Nebraska
Pros, Edward J., First Year.....	Nebraska
Reading, Hubert, A., Third Year Special.....	Nebraska
Reed, William E., First Year.....	Iowa
Reifenrath, Daniel F., Fourth Year.....	Nebraska
Reifenrath, Isidore, Fourth Year.....	Nebraska
Reilly, Leonard J., Fourth Year.....	Iowa
Reisman, Kenneth, First Year.....	Nebraska
Reiter, Joseph C., First Year.....	Nebraska
Rommel, William A., Third Year.....	Nebraska
Riley, Edward C., First Year.....	Nebraska
Roach, Leo, Second Year.....	Nebraska
Roche, Valentine J., Third Year.....	Nebraska
Rogers, John F., Fourth Year.....	Colorado
Roh, Joseph V., Third Year.....	Nebraska
Rohlf, Oscar B., Third Year.....	Nebraska
Rohwer, John H., Fourth Year.....	Iowa
Ross, Samuel E., First Year.....	South Dakota

Rossiter, Lawrence J., First Year.....	Nebraska
Rourke, Garrett A., First Year.....	Nebraska
Rozmajzl, John, First Year.....	Nebraska
Russell, James P., Fourth Year.....	Nebraska
Ryan, Edwin F., First Year.....	Nebraska
Ryberg, Frank, Second Year.....	Nebraska
Ryberg, LeRoy, Second Year .....	Nebraska

Sandrock, Anthony H., Second Year.....	Iowa
Savory, Gerald B., Second Year.....	Missouri
Scanlan, Edward F., First Year.....	Nebraska
Schafer, Philip F., First Year.....	Iowa
Schall, Hillman J., First Year.....	Nebraska
Scheibel, Leonard, First Year.....	Nebraska
Schultz, William, First Year.....	Nebraska
Scott, Thomas L., Second Year.....	Nebraska
Shanahan, James A., Third Year.....	Nebraska
Shaw, Frank L., Fourth Year.....	Nebraska
Shea, Thomas C., Second Year.....	Nebraska
Shively, Roy James, First Year.....	Nebraska
Shoemaker, Allen F., Third Year .....	Iowa
Siemssen, Alfred, Second Year.....	Nebraska
Slege, Joseph J., First Year.....	Nebraska
Smith, Anthony B., First Year.....	Nebraska
Smyth, Edward L., Fourth Year.....	Nebraska
Sollers, Joseph W., First Year.....	Nebraska
Squires, Frank J., Third Year.....	Nebraska
Stanko, Joseph A., Fourth Year.....	Colorado
Stein, David, First Year.....	Nebraska
Steinert, Oscar J., Second Year.....	Nebraska
Stenicka, Charles E., Second Year.....	Nebraska
Stryker, Garold V., Third Year.....	Nebraska
Stuart, Cecil C., Fourth Year.....	Iowa
Sullivan, Eugene A., Second Year.....	Iowa
Sullivan, Francis M., First Year.....	Nebraska
Sullivan, John J., Fourth Year .....	Nebraska
Sullivan, Morgan, First Year.....	Nebraska
Sumovich, Joseph S., Third Year.....	Nebraska
Svoboda, Ralph, First Year.....	Nebraska
Svoboda, William F., Fourth Year .....	Nebraska

Thrane, Walter D., Third Year.....	Nebraska
Tichy, Joseph C., Fourth Year.....	Nebraska
Tilman, Cornelius H., Fourth Year .....	Nebraska
Tobin, Frank J., Third Year.....	South Dakota
Tobin, Thomas F., Second Year.....	South Dakota
Toner, Hugh F., First Year .....	Nebraska
Trapp, Oscar R., Second Year.....	Missouri

Vampola, John, First Year.....	Nebraska
Vampola, Ludvik, Third Year.....	Nebraska
Van Derveer, Marvin C., Third Year.....	Iowa
Vaverka, Fred, Second Year.....	Nebraska
Volz, Carl J., First Year.....	Nebraska

Wacek, Bernard, Second Year.....	Nebraska
Wachter, Joseph, Second Year.....	Nebraska

Wagner, Clarence E., Second Year.....	Nebraska
Walling, Robert M., Second.....	Nebraska
Watters, Leo J., Second Year.....	South Dakota
Watts, Howard R., Third Year .....	Nebraska
Weaver, Milton P., First Year.....	Nebraska
Wedemeyer, Albert C., Second Year .....	Nebraska
Wegner, Paul J., Fourth Year.....	Nebraska
Weimar, William M., First Year.....	Iowa
Welsh, Edward, Fourth Year .....	Nebraska
Welsh, Herbert M., First Year.....	Nebraska
Welsh, J. Harry, Second Year.....	Nebraska
Wilkowski, Thaddeus S., Third Year.....	Minnesota
Wilson, Ralph T., Second Year.....	Nebraska
Withrow, William B., Second Year.....	Nebraska
Witte, Arthur, Fourth Year.....	Nebraska
Wolff, Walter M., Fourth Year.....	Nebraska
Wozniak, Francis L., Third Year.....	Nebraska
Wrede, Frank J., First Year.....	Nebraska
Wynn, Lyle J., Second Year.....	Iowa
Young, J. Orvil, First Year.....	Nebraska

### University Enrolment—1913-14.

College of Arts .....	112
College of Medicine.....	187
College of Law .....	173
College of Dentistry .....	117
College of Pharmacy .....	153
High School .....	378
Summer Session, 1913.....	112
Total .....	1232

### Directory.

President—Rev. Eugene A. Magevney, S. J., Twenty-fifth and California Streets, Omaha, Neb.

The Dean—Creighton College, Twenty-fifth and California Streets, Omaha, Neb.

The Dean—Creighton College of Medicine, Fourteenth and Davenport Streets, Omaha, Neb.

The Dean—Creighton College of Law, 210 South Eighteenth Street, Omaha, Neb.

The Dean—Creighton College of Dentistry, 210 South Eighteenth Street, Omaha, Neb.

The Dean—Creighton College of Pharmacy, 1410 Davenport Streets, Omaha, Neb.

THE  
BREMNER INTERCOLLEGIATE ENGLISH PRIZE

WAS WON BY

WILLIAM J. FLAHERTY, CREIGHTON COLLEGE, '14

SUBJECT

"THE CATHOLIC GRADUATE'S DUTY TOWARD THE  
PHILIPPINES."

The other Colleges whose students contested were:

Loyola University, Chicago.      Marquette University, Milwaukee.

St. Xavier College, Cincinnati.      St. Louis University, St. Louis.

St. Ignatius College, Cleveland.      St. Mary's College, St. Marys.

Detroit University, Detroit.      St. John's College, Toledo.

Campion College, Prairie du Chein.



IN THE  
INTERCOLLEGIATE LATIN CONTEST

FOURTH PLACE WAS WON BY

ALPHONSE B. DUNDIS, CREIGHTON COLLEGE, '17.

The Colleges which took part in the Bremner Intercollegiate Contest also participated on this contest.

**CONFERRING OF DEGREES—JUNE 17, 1914.**

---

The Degree of Master of Arts was conferred upon:

Herbert J. Connell.

---

The Degree of Bachelor of Arts was conferred upon:

Paul A. Burke	Carlisle S. Lentz
Earl A. Connolly	Edward K. McDermott
William J. Flaherty	J. Francis McDermott
Paul C. Harrington	Raymond J. McDermott
Henry J. Haun	Charles T. McEniry
Norman J. Haverly	John P. Moore
Joseph L. Lancaster	Edward J. Plunkett
Romeo J. La Porte	Henry T. Sullivan

---

The Degree of Bachelor of Philosophy was conferred upon:

F. Lawrence Bushman	Robert A. Cahill
Benedict A. Hennessy	

---

University City State Teachers' Certificates were granted to the following.

Paul A. Burke	Joseph J. Lancaster
Robert A. Cahill	Romeo R. LaPorte
Earl A. Connolly	Edward K. McDermott
Paul C. Harrington	J. Francis McDermott
Henry J. Haun	Charles T. McEniry
Norman J. Haverly	E. Emmett McMahon
	John P. Moore

---

THE MEDAL FOR THE HONORS OF THE CLASS

WAS MERITED BY

ROMEO J. LA PORTE.

## ORDER OF EXERCISES.

—  
**Wednesday, June Seventeenth.**  
 —

Solemn High Mass and Baccalaureate Sermon,  
 8:30 A. M., St. John's Church.

Presentation of Class Gift to the University,  
 10.00 A. M., College Campus.

Undergraduate Exercises,  
 10:30 A. M., University Auditorium.

Conferring of Degrees,  
 8:00 P. M., The Brandeis Theatre.

## AWARD OF MEDALS.

Junior Class Medal.....	W. Raymond O'Donnell
Sophomore Class Medal .....	John J. Cordes
Freshman Class Medal.....	Norman T. Bourke
Evidences of Religion Medal.....	John J. Cordes
Oratorical Medal .....	William J. Flaherty
Elocution, College Department.....	John J. Cordes
Fourth Year High Medal, Div. A.....	William P. Kelley
Fourth Year High Medal, Div. B.....	Charles F. Bongardt
Third Year High Medal, Div. A.....	Francis L. Byford
Third Year High Medal, Div. B.....	Vincent J. Burkhard
Second Year High Medal, Div. A.....	LaFayette W. Gilmore
Second Year High Medal, Div. B.....	Ralph T. Wilson
Second Year High Medal, Div. C.....	John V. Blair
First Year High Medal, Div. A.....	F. Brendan Brown
First Year High Medal, Div. B.....	Mark G. Hindelang
First Year High Medal, Div. C.....	Henry L. Beck
First Year High Medal, Div. D.....	Ralph Svoboda
Elocution, High School Department, Sec. 1.....	LeRoy Ryberg
Elocution, High School Department, Sec. 2.....	Earl P. Carroll
Elocution, High School Department, Sec. 3.....	Leo R. Beveridge
Special Class Medal.....	Joseph H. Ostdiek

## INDEX.

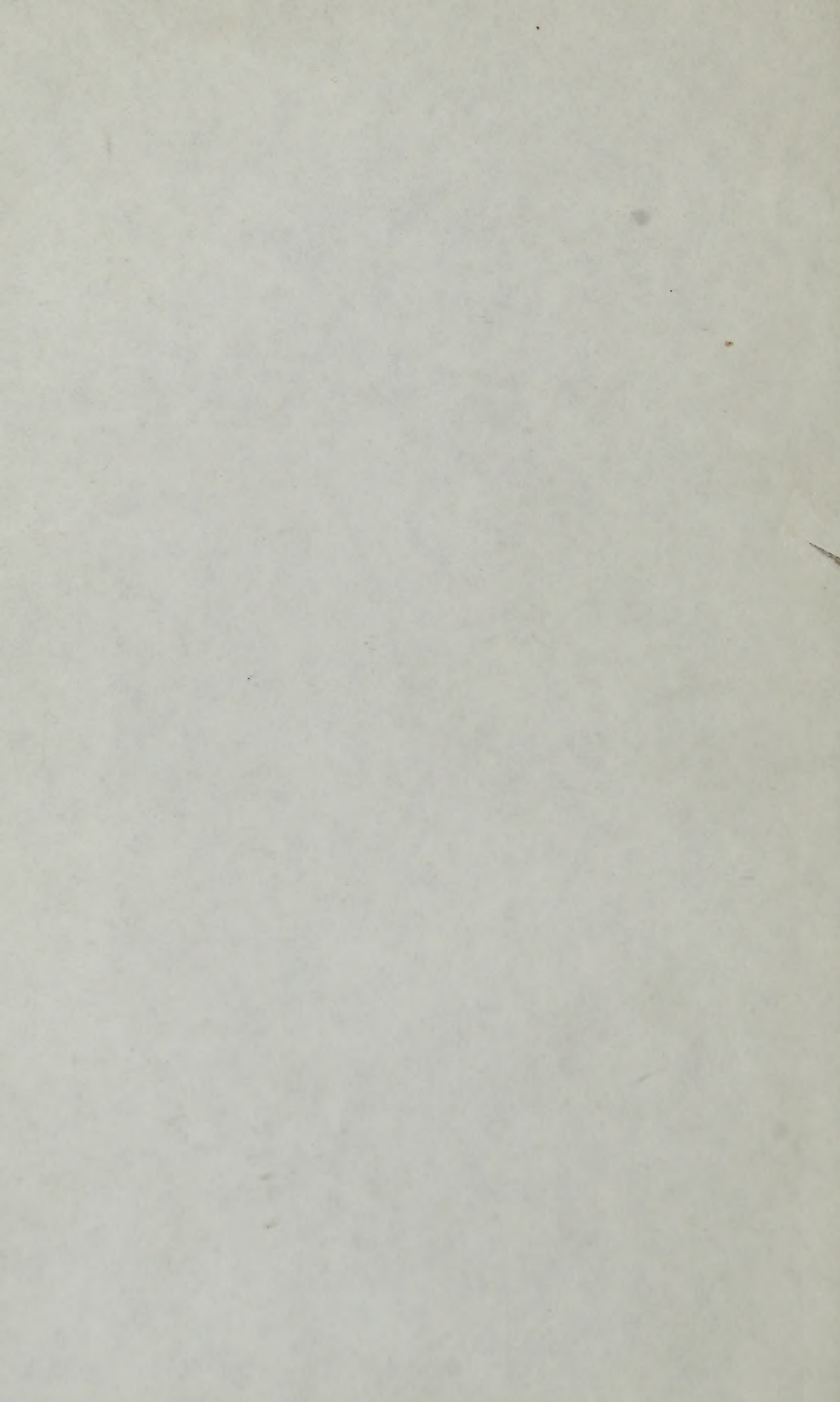
---

Astronomical Observatory.....	34
Athletic Association.....	44
Calendar . . . . .	2
College Departments.....	32
College Organizations.....	41
Collegiate Course of Studies.....	18
College Register.....	59
Entrance Requirements—	
College of Liberal Arts.....	10
The Creighton High School.....	50
Expenses . . . . .	39
Gifts to the Library.....	45
Officers and Faculty.....	4
Regulations . . . . .	37
System of Education.....	7
The Creighton High School Course of Studies.....	51



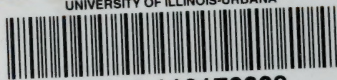








UNIVERSITY OF ILLINOIS-URBANA



3 0112 110176309